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A School-Community Communication Model: 1. Specific Behavioral Concerns of the Community for Its Youth. A Report on the Instructional Tasks Project.

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The longrange goal of the Instructional Tasks Project is to determine the requirements for an effective community-school communication model and its implementation. In the project's first year, the critical incident technique was used to identify the specific behavioral concerns of the community served by the Newport-Mesa Unified School District, for its youth. Over 1,000 persons sampled from parents, youth, school staff, and the social community contributed data from which several thousand specific valued behaviors were abstracted and then classified via content analysis into a taxonomy of community concerns. Although subsequent data obtained from nonrespondents to the original sample and selected citizens indicated that the taxonomy was comprehensive, ratings of importance were not significantly associated with frequency of behavioral concerns mentioned by respondents in the initial sample. Hopefully this taxonomy will serve to progress further toward (1) an effective model and language for school-community communications about student performances, (2) development of instructional objectives based on community concerns, and (3) a description of similarities and differences among parts of the community in their concerns for youth. [Fig.1, p14 & Table 22, p46-56 may be of doubtful legibility in HC because of size of print.] (Author/JH)

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A SCHOOL-COMMUNITY COMMUNICATION MODEL: I. SPECIFIC BEHAVIORAL CONCERNS OF THE COMMUNITY FOR ITS YOUTH

A Report on the Instructional Tasks Project of
The Newport-Mesa Unified School District and the
American Institutes for Research in the Behavioral Sciences

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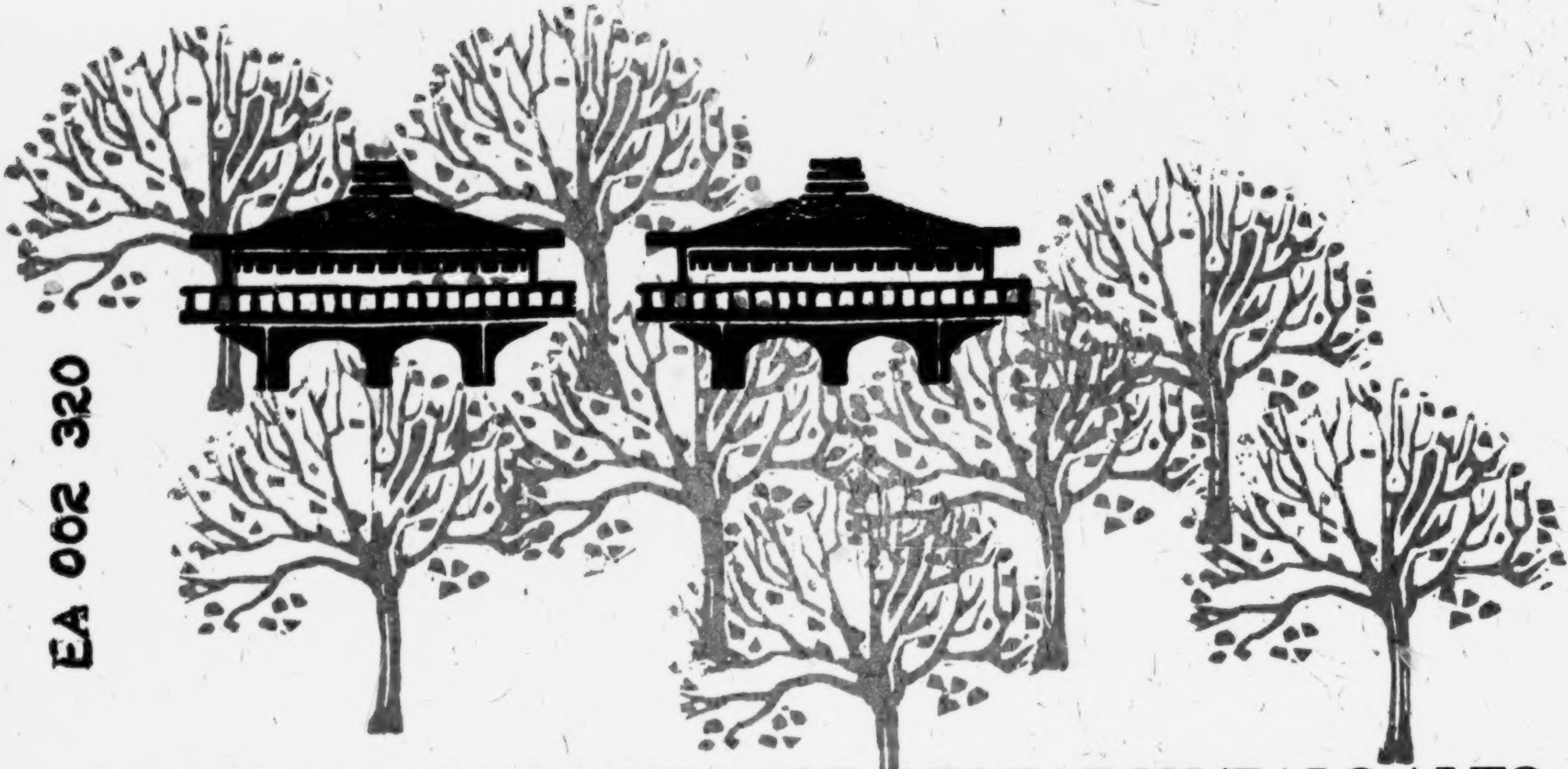

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SOCIAL AND EDUCATIONAL RESEARCH PROGRAM

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July 1968

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A School-Community Communication Model: I. Specific Behavioral Concerns of the Community for its Youth
(Instructional Tasks Project - F-76)

ABSTRACT

The long-range goal of the Instructional Tasks Project is to determine the requirements for an effective community-school communication model and its implementation. The first year of effort, reported here, consisted of an assessment of the specific behavioral concerns of the community for its youth and a series of studies intended to guide the future use of this data base for developing instructional objectives and performance measures and for characterizing the educational expectations of various segments of the community served by the Newport-Mesa Unified School District.

Critical incidents about youth were collected from over one thousand persons sampled from parents, youth, school staff and the social community at large. From the incident data several thousand specific valued behaviors were abstracted and classified into three successively refined versions of a taxonomy of community concerns. The sample was found to be biased in certain demographic characteristics and in emphasis given to certain behavioral concerns, but the total set of behavior categories provided by the sample was comprehensive and probably included nearly all the concerns of the total community.

Panels of citizens reviewed the first year of progress favorably on the whole and made specific ratings of the importance of behavioral categories and the extent to which each was a responsibility of the school. Their ratings of importance did not correlate appreciably with how frequently a category was mentioned in critical incidents, nor with their own assignment of primary responsibility to the school.

The main products of the first year of effort were:

1. A set of specific behaviors representing community concerns for its youth.
2. A taxonomy of the behaviors.
3. An interim model for developing effective school-community communication.
4. Knowledge of the process of applying the critical incident technique as part of the communication model.

The taxonomy of behaviors appears to represent substantial progress toward:

1. An effective operational model for communication between school and community.
2. Development of instructional objectives based on community concerns and measures of performance of these objectives.
3. A description of commonalities and differences among parts of the community in their concerns for youth.
4. A language and referent data which will help school and other community members to communicate better about student performances.

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Chapter I

PROBLEM AND PLAN

Americans look increasingly to formal education to help them meet the challenges of an uncertain future. Better education will help a youth to meet the ever greater demands on his skills as a citizen, as an expert at some occupation, and as a person who seeks to keep his balance and zest for life in troubled times. Similarly, we assume that the more complex problems of our time will respond to more sophisticated training of our youth. Thus we are coming to see the entire welfare of the human species as being at stake in the quality of education. A natural result of this is the increasing interest of community members in the process of education.

Contacts between schools and the general community have in the past been confined mainly to general policy and dramatic conflicts. Intensive joint examination by educators and laymen of student objectives and how they are reached has been occasional and haphazard. Yet if citizens are concerned about the quality of education, their dialogue with the schools must take place at this detailed level. It is probably not so much lack of interest that has prevented this as lack of a communication system for insuring that the community's concerns are comprehensively taken into account, and conversely that the school's intentions are thoroughly disseminated and understood by the community.

The Newport-Mesa Unified School District, foreseeing the advantages to all of a solidarity between community and schools based on effective two-way communication, undertook the project reported here in order to develop and apply a model of school-community interaction as a basis for planning curriculum and evaluating and reporting specific student performance.

Objectives

The long range goal of the Instructional Tasks Project is to determine the requirements for a Community-School communication model and for its implementation. The communication model would provide three broad functions: (1) to establish a continuing system for identifying what specific outcomes the community thinks should result from education, (2) to insure clear understanding and communication among the segments of the community and the school with regard to educational expectations and outcomes, and (3) to provide an efficient way for designing educational programs to achieve the desired outcomes.

This Community-School communication model is comprised of two elements: (1) input and output functions, that is, who is to communicate with whom, when and by what means, and what effects should the communication have, and (2) the content of the communication. Design of input and output functions is determined largely by decision-making requirements of the educational system. But in any educational system there is the opportunity to employ a wide variety of communication input/output arrangements. It is anticipated that in later stages of development of the communication model the Newport-Mesa District may explore ways to optimize these input and output aspects of the communication-decision process.

The content of what is to be communicated, which is the main focus of the first year of the project, is ultimately to be comprised of instructional objectives and pupil performance specifications. In order to set instructional objectives, which are the expected outcomes of the instructional program, it is necessary to first determine what are the desired characteristics of youth (Glaser & Klaus, 1966, p. 331). Once agreement is reached on desired behaviors of youth to be produced by the instructional program, determination of how these behaviors are to be learned and to be taught can proceed (Glaser, 1964, p. 155). Human engineering techniques applied to training programs have influenced the procedures of training with some success (Crawford, 1966, p. 326). One major contribution of human engineering to this study is the requirement that training programs set their objectives by specification of outcomes in behavioral terms which state specific pupil performances. Considering the fact that education concerns itself with such extensive areas of human development, it is readily seen that performance specifications for the educational program would constitute a large taxonomy of behaviors extending from kindergarten through early adulthood years. Considering this huge task, however, Melton states:

> This lack of taxonomy places substantial limitations on the ordering of our knowledge about learning and about the feasibility of communicating that knowledge (Melton, 1959, p. 101).

The taxonomy would contain performance specifications for educational outcomes systematically related to each other and related by concepts about the performance operations denoted by the descriptive terms (Miller, 1966, p. 193). Tools and techniques for observation of human behavior in general areas and in specific educational curricula have extended over many years. These are summarized by Medly & Mitzel (1963, p. 247) and include the work of Thomas (1933), Olsen (1931), Bales (1950), Cartwright & Zander (1953), Anderson (1939), Whithall (1949). In the broader area of social interaction relevant work includes that of Flanders (1960), Newell, Lewis & Whithall (1961), Hughes (1959), Perkins (1964), Wright & Proctor (1961), Taba (1964), Bloom (1956), Krathwohl, Bloom & Masia (1964).

It was anticipated that determining the requirements for such a communication model and for its implementation would provide a procedural and operational model useful to other communities in the United States. The goal for the Newport-Mesa Unified School District is the establishment of such a communication system.

Study Design

The eventual establishment of such a communication system requires several interim products. It would be necessary to know what the entire community, including the school, believes to be desired attributes of youth. It would be important to know what specific behaviors characterize these important and desirable attributes, and it would be necessary to know how to measure achievement of these attributes. Specification of the above types of content would then enable school and other community members to communicate clearly about expected student performance. This in turn would enable educational planning which takes into account the concerns of the entire community.

The long-range plan is outlined in Figure 1. The first step in the plan was to obtain from a sample of the community behavioral examples of important and desired attributes, and to find if these were held commonly among segments of the entire community. If differences were found, it would be necessary to identify them.

In order to identify the community's desired attributes for youth, their concerns were studied by using the critical incident technique (Flanagan, 1962), in group and individual settings. In general the critical incident technique involves asking respondents to describe in detail specific examples of actions which were especially effective or ineffective in some area of human endeavor. The community was divided into four groups -- Parents, School, Social, and Youth. It was felt these "subcommunities" might possibly have different concerns about youth. The critical incident technique yielded statements of specific behaviors of youth which concerned the respondents. An analysis of the incidents obtained identified the value dimensions by which the community observed and evaluated behaviors of youth. These specific behaviors reported by a respondent are felt to be the criterion behaviors by which he knows or identifies the presence of valued attributes. The valued attributes underlying the report of specific behaviors will hereafter be referred to as "concerns" of the community. The frequency with which a type of behavior is reported in critical incidents will be called the "salience" of the concern, since it represents the extent to which this kind of behavior is "on people's minds" or salient in the public consciousness. The critical incident behaviors were related into a framework of categories and areas which would verbally define the concerns of the community. With these categories of behavior, it would seem possible to develop instructional objectives compatible with community expectancies. It would also seem possible to use the behaviors as a framework for assessment of the pupil population and establishment of standards of performance on the instructional objectives.

Flow Chart of Long Range Plan for Community-School Communication Model

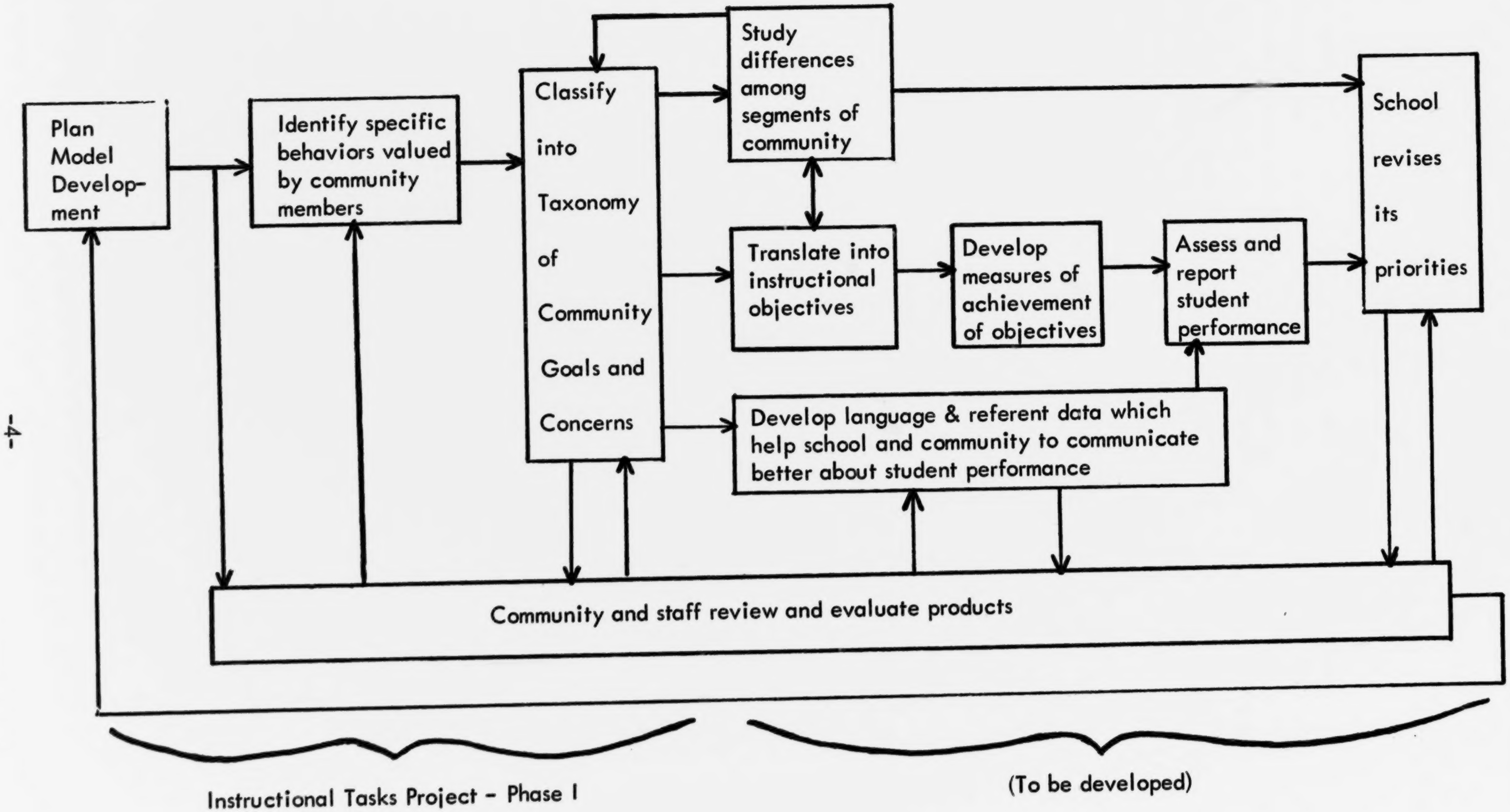
Plan Model Development
Identify specific behaviors valued by community members
Classify into Taxonomy of Community Goals and Concerns
Study differences among segments of community
Translate into instructional objectives
Develop measures of achievement of objectives
Assess and report student performance
School revises its priorities
Develop language & referent data which help school and community to communicate better about student performance
Community and staff review and evaluate products
Instructional Tasks Project - Phase I
(To be developed)

FIGURE I

Agreements or disagreements among the four subcommunities could be identified and possibly resolved through consultation with representatives of the four subcommunities, or redefined in such fashion that instructional objectives, criterion behaviors and standards of performance would have the support of all major segments of the community.

The final effort of the Instructional Tasks Project would be to establish a communication system using these expectancies, criterion behaviors, and performance standards for continuously:

1. Establishing and revising educational objectives
2. Assessing pupil learning needs
3. Establishing educational programs
4. Evaluating the educational products in terms of:

    a. pupil performance
    b. relevance and quality of educational programs

5. Communicating student performance to the community

Communication between school and community is the main theme of the project. This is reflected in the design by the plan to assess the community's concerns for youth as the first step upon which all later steps are built; also by the goal of using this assessment as a basis for developing a clearer, more specific language to facilitate communication. Another way in which the communication theme is built into the design is the School District's intention to periodically check with community representatives to insure that the design and operation of the project is in keeping with the goals and expectations of the community.

First Year Activities

A portion of these study procedures was accomplished in the first year of the Instructional Tasks Project. Behaviors of youth which are of concern to the community were identified by collecting critical incidents and classifying them into a taxonomy of categories. Initially it was planned that the first year's product would also include instructional objectives and performance standards based on the profiles of behaviors gathered from the community. However, the collection of information by group methods was inefficient and extended periods of time were required to gain sufficient behavioral data. Also, relating the behavioral data in a comprehensible category system was found to be more complex than had been expected. The procedures by which the profiles of behaviors were obtained, described in detail in the next chapter, may be outlined briefly as follows:

> The community served by the Newport-Mesa Unified School District was divided into four subcommunities--

> Parents, Social, School, and Youth. Random samples of each subcommunity were interviewed individually or in groups using the critical incident interview technique.
>
> The behaviors were grouped into categories which were organized into a topical framework. The procedure for relating the behaviors into meaningful categories underwent modifications. The representativeness of the respondent sample was tested by a study of those who had not responded in the original sampling.
>
> The distribution of number of behaviors across categories was analyzed statistically to determine the categories of common concern to the four subcommunities and those of differential concern so that a profile of the relative concerns of each of the four subcommunities could be shown.
>
> Representatives of the four subcommunities evaluated the community profile content for importance in the development of the youngster, and for the school's reponsibility in contributing to the development of the attributes.

Products of the First Year

The products of one year's effort are a taxonomy of categories of behaviors of concern to a sample of the community, profiles of the relative salience of these concerns for different segments of the sample, and the results of studies to determine the validity and appropriateness of future anticipated uses of the taxonomy and profiles. The categories of behaviors constitute a framework or a taxonomy of performance specifications from which instructional objectives and performance standards can be developed. Comprehensiveness of this taxonomy has been submitted to a preliminary test from which we tentatively conclude that the taxonomy can describe most additional behavioral concerns which might arise in the community.

Expectations for the functional utility of this product must be carefully constrained. Miller (1966, p. 194) has commented on the functional characteristics of a taxonomy of this type as follows:

> Certainly the total set of these terms (behavior descriptions) should be exhaustive to the extent that any kind of behavior requirement can be specified by one or a combination of terms in the taxonomy. Mutual exclusiveness of terms may be from an operational standpoint a vainly sought objective for a taxonomy.

That a taxonomy of human behavior is not likely to approach mutual exclusiveness of categories is determined by the characteristic of human behavior and human perceptions, both of which are multi-faceted. In addition, the probability of a universal and eternal taxonomy of human behaviors is unlikely for at least two principal reasons. The taxonomy as a system of cognitive constructs varies as the individual "successively construes the replications of events" (Kelly, 1955, p. 72). Further, the taxonomy will not be universal or eternal because of the nature of human behavior and our desires for some of its attributes. As Miller (1966, p. 188) has pointed out, the paradox of a heuristic description of human performance specification includes the attribute of the human being as an improvisor, to "meet contingencies, the nature of which can only be anticipated in part and these imperfect anticipations of system activities make for imperfect specifications of human input/output requirements."

Even though any taxonomy of a broad area of human behavior must be a shifting, overlapping and incomplete framework, such a taxonomy is necessary if communication about the educational performance of youth is to be focused on specific behavior in a systematic way.

Chapter II

PROCEDURES

Community Samples

Originally the population to be studied contained three subcommunities -- Social Community, School Community, and Consumer Community. As the study was undertaken, students were extracted from the School Community and combined with high school graduates to form a fourth group, Youth Community. These communities were further divided in the following manner.

Social Community. The Social Community contained Parents, members of Social and Civic organizations and members from the Community-at-large (Social Non-organized). A sample of Parents was developed by drawing randomly from attendance cards of each school, apportioned according to ratio of enrollment in the individual school to total district enrollment. A sample of members of Social and Civic Organizations was developed by identifying all organizations having some direct or indirect concern with youth and serving the Newport-Mesa area, either by local offices or offices in the County. A total of 202 organizations was found to qualify. A Community-at-large sample was developed by apportioning population distribution by School District planning areas (see Table 10) and developing quotas and locating residences from a residential list of telephone subscribers. This eliminated those not having telephones.

School Community. A sample of professional school staff was developed according to the proportion of teachers in each school to the total of all schools in the District.

Consumer Community. The Consumer Community contained those community members who employed, or further trained, the graduates of the high schools. A random sample of 148 graduates of 1962 through 1966 was drawn to determine what activities followed graduation from high school. Of these, 56 were not located. The remaining 92 had engaged in the following activities. Approximately 70 percent had attended institutions of higher learning. Approximately 29 percent had gone into employment and about one percent had gone either into the Armed Forces or had married and engaged in no other activity. (See Appendix A for Survey of Graduate Activities.) A sample of people in higher education was developed by contacting senior administrators of California State College at Fullerton, Orange Coast College, and Chapman College. Each was asked to supply names of faculty members who would be available for individual interviews. Sixty-seven interviews were scheduled with this group. An employers sample was developed by random selection of businesses and industries of the type employing graduates according to the survey of graduate activities. Thirty-six interviews were scheduled with people in this group.

Youth Community. A sample of Graduates was developed by apportioning distributions by year of the graduates from 1962 through 1966. The portions graduating each year from the high schools determined the quota for each school and for each school year. Names were drawn randomly from the lists of graduating Seniors. A Student sample was developed by drawing names from the rolls of the tenth, eleventh, and twelfth grades of each of the high schools.

Interview quotas for the subcommunities. In order to obtain sufficient critical incident reports, the quotas in Table 1 were established based on the expectation that each interview would produce four critical incidents. Parents and organized or unorganized citizens being far the largest subcommunities in number, it was decided that 300 respondents from each of these groups would provide sufficient data. The school and consumer populations were smaller so the quotas were set lower. The minimum number of respondents needed to characterize a subcommunity was set at 100. In proportion to population size samples larger than 100 might have been obtained for Graduates and Students. However, these youth populations were added to the design after the budget had been fixed, and it was fiscally necessary to hold the sample size to a minimum.

Table 1

Interview Quotas

		N in Quota
Social Community	Parents	300
	Social Organized	300
	Social Non-organized	300
School Community		200
Consumer Community		100
Youth Community	Graduates	100
	Students	100

Summary. The community was divided into four groups -- Consumers, Social, School, and Youth. Quotas of interviews were established for each of the four communities. Samples for each of the communities were developed by population distribution in each and drawn randomly except in the case of higher education, where interviewees were suggested by a senior administrator in each of the institutions of higher learning. Rosters of people to be invited to group sessions were increased 60 percent to allow for possible nonacceptance of the invitation.

Data Collection Methods

The critical incident technique had been selected as the means to collect data on community concerns. Group sessions were planned for all but the Consumer Community in order to reduce costs. In group sessions, Critical Incident Forms were completed by each group member after the whole group had been instructed on how to complete the form. Interviewers administered the forms and recorded the responses in the individual interviews.

The critical incident forms. The respondent's attention was directed to two general areas of behavior -- personal and social development, and skills and knowledges. These broad areas were mentioned as a way of trying to insure that respondents not confine their examples to a particular kind of behavior by misinterpreting the connoted intent of the question. Stimulus questions asked for incidents of desirable and undesirable behaviors in these two areas using the following stimulus questions:

> Think of a recent time you saw a young person do or say something which you think was a particularly good example of the skill or knowledge young people of this age should have.
>
> Think of a recent time you saw a young person do or say something which fell short of your standards of skill or knowledge for young people of this age.
>
> Think of a recent time you saw a young person do or say something you think was a particularly good example of the personal or social development young people of this age should show.
>
> Think of a recent time you saw a young person do or say something which fell short of your standards of personal and social development for young people of this age.

The rationale for the wording of the stimulus questions was as follows: "Think of a recent time..." was intended to focus their attention on a single event rather than an impression abstracted from many experiences. A recent event was requested because it would usually be recalled more clearly and in greater detail. Asking for "...a particularly good example..." was intended to insure that the event was not just a random observation but rather was a direct manifestation of some attribute valued by the respondent. Linking the example to expectations for "...young people of this age" was meant to narrow their judgments about achievement of the desired attribute to what they considered appropriate for that age group rather than what was expected eventually of a mature adult.

Examples of both a desirable and an undesirable behavior were requested in each broad area in order to sample the full range of success and failure, and so better to define the community's concerns. Quite often the most salient, visible, recallable examples of one valued attribute will be failures while the most salient examples of another concern will be successes. This does not necessarily imply that where failures are more salient they actually occur more often than successes, nor that failures are more important. It may be that successes are reported less often because they are taken more for granted.

After each of the four stimulus questions, the following inquiries regarding the incident were made in order to be sure that the respondent described a single incident in detail and related it to a valued attribute.

> Was the person a boy or girl?
>
> Approximate age?
>
> Approximate grade?
>
> How long ago did this happen?
>
> Where or under what conditions did it happen?
>
> Exactly what happened?
>
> Why is this desirable? (or) Why is it undesirable?

A fifth question asked for additional comments or observations about skills, knowledges, or personal and social development of youngsters. This question was designed to solicit general impressions of youth, whereas the critical incident questions were to solicit specific instances and descriptive observations of behaviors of concern to the respondent. Time has not permitted a detailed content analysis of the general comments, but it appears from an initial scanning that most of them are comments on the school and its operations rather than concerns for the outcomes of education in terms of student behavior.

Identification data about the respondent asked for marital status, number and ages of children, number of years residence in the community, approximate age, location of residence, and three optional questions -- amount of education, occupation, and whether or not self-employed. The complete form is presented in Appendix B.

For the Graduate group, a different response form was used (see Appendix C). They were asked what they had done since leaving high school and to describe ways in which they felt high school best and least prepared them for what they have been doing since leaving high school. They were also asked to describe specific situations since high school graduation which made them particularly thankful for something they had learned, and situations which made them aware of something they had not learned before leaving high school.

Orientation of participants -- group administration. A standard script was developed for group administration of the Critical Incident Forms (see Appendix D). The script described the purposes of the study and of the form, and gave directions for completing the form and trial examples of critical incidents.

Group session pilot studies. The first pilot study of the Critical Incident Form was conducted with professional and clerical staff of the central offices of the Newport-Mesa Unified School District. It was found that about an hour and a half of writing time was necessary to complete the four stimulus questions and the general question. A second tryout was conducted with teachers and a third with members of all other communities. Two changes in procedure occurred between the second and third tryouts. Greater emphasis was placed on the need for specificity in the description of incidents. In addition, the final question was changed from "Why is this behavior effective or why is this behavior ineffective?", to "Why is this desirable or why is this undesirable?". This change resulted in a decrease in recommendations for school programs and in explaining causal factors in the observed behavior and an increase in the expression of values. Getting explicit expressions of the values employed by the observer in judging the critical incident behavior enabled clearer identification of the concern underlying the particular incident chosen.

Finally, the four questions were printed on paper of different colors. The packages of four questions, the general question, and the identification data were then assembled, with the order of stimulus questions rotated on different forms in order to randomize interactive effects of the questions.

Summary. The Critical Incident Form was developed to be used in both group and individual data collection sessions. Three tryouts were conducted with small samples of the communities which would be represented. Changes were made in the orientation script and in the stimulus questions. Respondents participating in the tryout were deleted from the samples prior to the regular critical incident data collection period.

The Critical Incident Sessions

Administrators. Letters were sent to deans of Schools of Education, Psychology, or Graduate Divisions of the University of California at Irvine, California State College at Long Beach, California State College at Fullerton, and Chapman College requesting circulation of administrator job announcements. Applicants were interviewed and four were selected -- three to conduct group sessions and one to conduct individual interviews with the Consumer Community. The administrators were provided two half-day sessions of training and two administration tryouts during the pilot phase. Group administrators were assigned randomly to meetings in order to minimize any biasing interaction with population characteristics which might be related to geographic locations in the communities.

Contact methods for group sessions (Figure 2). Procedures for inviting community members to the group sessions were modified as the result of community response. Common to all of the three contact methods used, letters appropriate to the particular community over the signature of the President of the Board of Education or the District Superintendent of the Newport-Mesa Unified School District, were sent inviting participation in a group session.

Group sessions were scheduled for evenings in the elementary school nearest community members' homes. One group meeting was held on Monday evenings and three group meetings each on Tuesday, Wednesday, and Thursday evenings. Sessions commenced May 1 and continued through June 7 with additional sessions for the Social Non-organized community being held during the week of June 19 through 22.

First contact method. Phone calls were made following mailed invitations to further explain the purpose of the meeting and to schedule the person into a group session. Participants were also phoned prior to the meeting to remind them of their scheduled attendance. Table 2 analyzes effectiveness of this first contact method:

Table 2

Community Response to Invitation -- First Contact

	School	Parents	Soc. Non-org.	Soc. Org.	Students	Total
Number to be contacted	24	32	35	40	26	157
Number calls made	36	47	79	95	21	278
Replies:						
Affirmative	15	24	9	15	9	72
Refusal	7	14	14	14	4	49
Unable to contact	2	3	9	6	7	27
Non-respondents	0	2	3	5	6	16
Actual Attendance	9	11	2	9	4	35

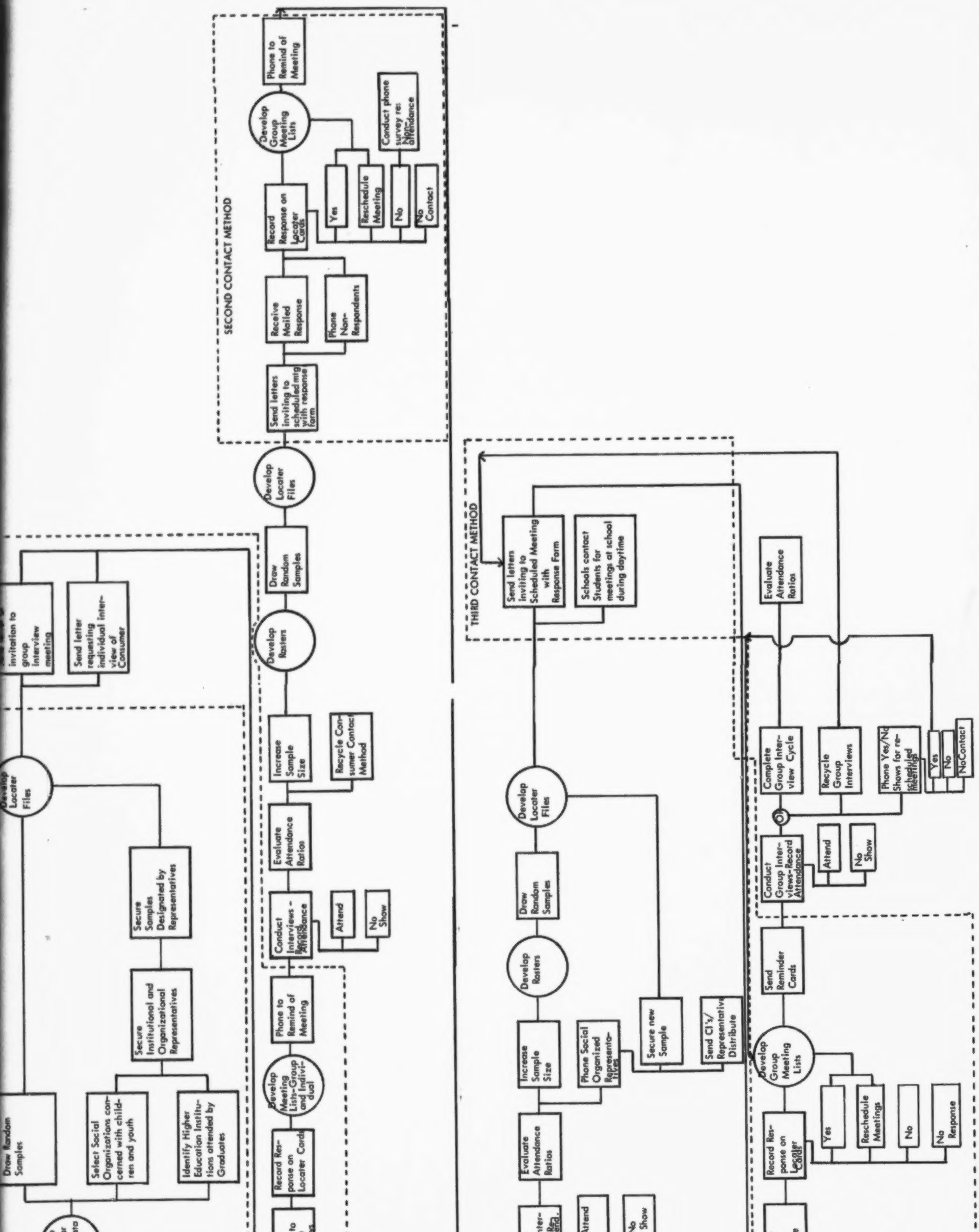
Develop Rosters for each Strata
Draw Random Samples
Select Social Organizations concerned with children and youth
Identify Higher Education Institutions attended by Graduates
Secure Institutional and Organizational Representatives
Secure Samples Designated by Representatives
Develop Locater Files
invitation to group interview meeting
Send letter requesting individual interview of Consumer
Phone Samples to schedule interviews
Record Response on Locater Cards
Develop Meeting Lists-Group and Individual
Phone to Remind of Meeting
Conduct Interviews - Record Attendance
Attend
No Show
Evaluate Attendance Ratios
Increase Sample Size
Recycle Consumer Contact Method
Develop Rosters
Draw Random Samples
Develop Locater Files
SECOND CONTACT METHOD
Send letters inviting to scheduled mtg with response form
Receive Mailed Response
Phone Non-Respondents
Record Response on Locater Cards
Yes
Reschedule Meeting
No
No Contact
Develop Group Meeting Lists
Conduct phone survey re: Non-attendance
Phone to Remind of Meeting
Conduct Group Interviews Record Attend.
Attend
No Show
Evaluate Attendance Ratios
Increase Sample Size
Phone Social Organized Representatives
Develop Rosters
Draw Random Samples
Develop Locater Files
Secure new Sample
Send CI's/Representative Distribute
THIRD CONTACT METHOD
Send letters inviting to Scheduled Meeting with Response Form
Schools contact Students for meetings at school during daytime
Evaluate Attendance Ratios
Receive Mailed Response
Record Response on Locater Cards
Yes
Reschedule Meetings
No
No Response
Develop Group Meeting Lists
Send Reminder Cards
Conduct Group Interviews-Record Attendance
Attend
No Show
Complete Group Interview Cycle
Recycle Group Interviews
Phone Yes/No Shows for rescheduled meetings
Yes
No
NoContact

FIGURE I

With these procedures, average participation of those invited was 22 percent. Approximately 50 percent who scheduled themselves into a group meeting appeared and completed Critical Incident Forms. About half invited agreed to attend the meetings.

Second contact method. Certain changes were made due to low attendance. Samples were increased in order to meet the quotas established. It became uneconomical to provide follow-up phone calls with the highly increased mailed invitations. Therefore, a response form to be returned by mail was enclosed in each letter of invitation indicating the meeting which the participant might attend. Reminder phone calls were continued; and, in addition, those people who did not attend after scheduling the meeting were phoned, and offered the alternative of rescheduling for another meeting or completing a Critical Incident Form to be returned by mail.

Third contact method. Size of samples was again increased in order to obtain the necessary quotas and contact methods were revised. The response forms indicating agreement to attend a group meeting were continued. Rather than phone calls to remind persons of their meeting appointment, reminder cards were sent each person. Those who had scheduled themselves for sessions but who did not appear (No Shows), were phoned in an attempt to reschedule them into later meetings. In addition, efforts were made to improve attendance of the Social Organized sample. This sample had been developed by contacting officers of the 202 organizations asking for names of members they would interest in participating. Actual attendance of the persons whose names had been submitted was moderately high. Of the 84 people agreeing to attend, 43 actually attended and completed Critical Incident Forms. With a Social Organized quota of 300, this response was not sufficient, so an attempt was made to increase participation. The 202 organizations were again contacted by phone (Table 3) and asked to participate in the study by accepting Critical Incident Forms by mail.

Table 3

Social Organized Community Response To
Mailed Critical Incident Forms

Total Number Called		202
Unable to contact	12	
Called back	23	
Phone disconnected	13	
Not interested--Said "no"	35	
Lost invitation--had to mail another	8	
Have to call back--do not have names ready to turn in	19	
Questionnaire and cover letter to be sent out	92	

Ninety-two of the officers contacted requested forms in varying numbers. Consequently several hundred forms were mailed for the organization officers to distribute. Only 24 were completed and returned by mail.

Analysis of the Non-respondents. A survey by phone was made of those not accepting invitations to group interviews. As the result, alternatives were offered a small sample of Non-respondents on a pilot basis.

A random sample of 300 Non-respondents (Table 4) was contacted by phone inviting them to participate by three alternative methods, (1) group sessions, days or evenings; (2) individual interviews at home; (3) Critical Incident Forms sent by mail to be completed at home.

Table 4

Alternative Interview Response

Sample (taken from Parents, School and Social Non-organized communities)				300
No answer			104	
Calls completed to residence			196	
Unable to connect		52		
Individual will call back		4		
Actually called back	0			
Project staff to call back in p.m.		13		
Project staff to call back some other time		16		
Responded "yes" to invitation for grp interview		33		
No Show	22			
Interview completed	11			
Responded "no" to grp interview but agreed to individual interview		3		
Individual interviews completed	3			
Responded "no" to both grp or individual interview but agreed to mail out		54		
Returned mail outs	2			
Asked for additional information		4		
Gave additional information		2		
Not interested--gave no additional information		17		
Not interested--gave additional information		4		

Combining the alternative response opportunities, 16 of the 196 respondents contacted completed Critical Incident Forms. Of the 90 agreeing to some type of participation, mail-out of the Critical Incident Form was the most frequently chosen (54) but least effective. Only two of the mailed forms were returned completed.

Contact methods for obtaining individual interviews. Individual interviews were held only with the Consumer sample composed of people in higher education and employers in business and industry. Interview invitations were by mail with follow-up phone calls to set appointments at the interviewee's office or place of business. Results of the Consumer interviews are shown in Table 5.

Table 5

Consumer Community Interviews

	No. Scheduled	No. Conducted	No. providing usable data
Higher Education	67	58	50
Business, Industry, and Armed Forces	36	31	5
Total	103	89	55

Not all scheduled interviewees were actually able to meet with the interviewer. In addition, of the 89 interviews conducted, only 54 were able to provide usable critical incident data because of difficulty with the instrument, with the interview, and branching to discussions of educational problems and needs of youth. In some cases, individuals requested the interview form be left and returned at a later time. Very few of these were completed.

Summary. The three contact methods produced the participation of the seven segments of the community sample shown in Table 6.

Table 6

Community Sample Interview Response

	Parents	Soc. Org.	Soc. Non-org.	School	Consumer	Grad	Student	Totals
	(group)	(group)	(group)	(group)	(indiv.)	mailed	(group)	(grp mtgs)
Total meetings held	18	3	20	12	89	-	5	58
Total individuals invited	1480	84	2480	650	103	338	168	5303
Total individuals attending	217	67*	211	273	55	126	105	1054
Percent attending	14.7%	51.2%**	8.5%	42.0%	53.4%	37.3%	62.5%	19.9%

*Included 24 mail responses from social organization members other than 84 invited to group meetings.

**Based on 43 attending out of 84 invited.

The low response (20 percent) to interview invitations raised questions regarding representativeness of the sample. With approximately 80 percent of the randomly selected sample not responding, it was possible that non-respondents might express different behaviors/concerns.

Subsequently (see Representativeness of the Community Sample later in this chapter) sample characteristics were analyzed to determine possible bias in representation, and a random sample of non-respondents was interviewed for critical incidents to test representativeness of the original sample's behavioral data.

Critical Incident Content Analyses

Critical incident interviews had been conducted in order to determine what behaviors of youth were of greatest concern to the community. Analysis of the data obtained was undertaken in order to determine: (1) the content of the behavioral descriptions and (2) their salience (frequency of report) in the four subcommunities. Development of behavior profiles would show what attributes of youth are of concern to each of the four subcommunities and to what extent they agree and disagree on these.

First content analysis. Critical incident interview data and respondent identification data were typed on McBee sorting cards, one card for each critical incident. Interview responses to the general question were separated from those containing incidents since these comments tended to the general, rather than specific incidents compatible with the critical incident technique. The remainder totaled approximately 3500 McBee cards.

Incidents were analyzed for topic and placed together into small groups. Two hundred and thirty-six categories of behavior topics were developed in this manner. These formed the following major groupings of reported incidents:

Written/Oral Communication
Social Behavior
Peer Relationships
Relationships with Younger Children
Skills
Job Behavior
Relationships with Adults
School-Related Behavior
Personal Attributes

Thirty-eight teachers, representing grade levels from kindergarten through high school and the various curriculum areas, were employed for six weeks during the summer to organize the incidents within categories by grade level. Many incidents contained several specific behaviors so for many of the critical incidents several behavior descriptions were produced. Each description was entered on a Behavioral Specification Form. This provided more succinct restatements of the data and also provided for suggested ways in which the behaviors might be assessed. Many behaviors could be placed in several categories, consequently behavioral specification reductions produced approximately 6000 specific behaviors. Concurrently new categories were developed which, when refined and regrouped, totaled 288. A study of the reliability of sorting into this first set of categories showed low judge agreement. Specific behaviors were drawn from 50 randomly selected categories. Six judges' sorts were compared to original category placement. Judges' individual agreement with original category placement ranged from 16 to 22 percent, an average of 19.7 percent of the specific behaviors placed in the original categories. Only one behavior of the 50 was placed back in the original category by three or more judges.

It had been anticipated that a comprehensive set of instructional objectives could be developed from the critical incident categories of behavior by the summer project staff. However, once the specific behaviors had been allocated to appropriate grades, gaps existed at some grade levels. Also lack of specificity in the behaviors appeared in some of the category areas. For project staff to fill these gaps, of either grade level or specificity, would seem to violate the original data by adding critical behaviors which had not been drawn from the community itself. Therefore, gaps were not filled and instructional objectives were not developed at this stage.

Second content analysis. A review of the first content analysis revealed sizable overlapping of categories so that new data might be classified into many different categories. Consequently, the classification structure was revised.

The categories formed two major groupings -- behaviors which are interactive and those which are non-interactive. Interactive behaviors suggest concerns about the way youth deals with others and non-interactive behaviors with how they deal with themselves. The interactive categories reduced to four types of interactions with others:

Cooperating
Respecting
Instructing or Influencing
Aiding/Protecting/Empathizing

The non-interactive groupings reduced to categories concerned with Skills and Knowledges as the result of learning experiences, Self-management behaviors, and Attitudes and Values.

The 6000 specific behaviors on the Behavioral Specification Forms were sorted into these seven major areas. Five judges, each specializing in one or two of the major areas, analyzed the behaviors for major themes and sub-topics. The sub-topics were redistributed among the seven major areas. Behaviors were then sorted into these new category areas:

- Cooperating/Respecting
- Instructing/Influencing
- Aiding/Protecting/Empathizing
- Managing/Directing Self
- Employing Skills, Knowledges, Attitudes

This resulted in a system with 344 basic categories.

A study of the reliability of the categories was undertaken using two procedures. One study sampled behaviors from every category. In all 1025 behaviors drawn randomly from the total set of 6000 were re-sorted by five judges consisting of staff members and teachers who had participated in development of the categories. The task was divided by randomly assigning one fifth of the behaviors to each judge, and pooling their judgments for analysis. Of the 1025 behaviors re-sorted, 606 or 59.1 percent were replaced into the original category, considering only the most specific category level. The results are shown in Table 7 in terms of categories having varying degrees of sorter reliability. In 48 percent of the 344 categories, over 75 percent of the behaviors were replaced correctly.

Table 7

Number and Percent of Categories Having Varying Degrees of Re-sort Reliability -- Second Content Analysis

Percent of behaviors replaced correctly	Number of categories *	Percent of total categories
100%	151	43.6
More than 75%	165	48.0
More than 50%	235	68.3
More than 25%	267	77.6
Zero (none replaced correctly)	72**	20.9

*Based on 344 total categories.

**Of the 72 categories, 57 of them were represented by only one behavior.

In a second sorter reliability each of the five judges independently re-sorted the same 100 randomly drawn behaviors. Individual judge agreements with original category placement ranged from 48 to 59 percent, with an average of 52.4 percent, a considerable increase over the reliability of 19.7 percent found for the first content analysis.

Berelson (1954, p. 514) points out the possibility of underestimating reliability in studies where sorter reliability is determined on detailed categories which are later subsumed into more general categories for reporting purposes. He further suggests that reliability of categories should be determined on the functional requirements for the category system. Since we can anticipate the use of the taxonomies developed here at varying levels of specificity of categories, the sorting reliabilities were analyzed at various levels and are shown in Table 8. The number of digits by which specificity is indicated in Table 8 refers to the code numbers of categories which are shown in Table 22. That is, at one one-digit level there are five general areas, at the two-digit level there are 31 subareas, etc.

Table 8

Percent of Behaviors Re-sorted Into Original Categories--
Second Content Analysis

	Specificity of Categories			
	Most specific level	3-digit level	2-digit level	1-digit level
By all 5 judges	23	34	42	64
By 4 or more judges	37	50	56	75
By 3 or more judges	55	64	71	83
By 2 or more judges	66	72	80	88
By 1 or more judges	84	90	95	96

The first column in Table 8 shows that at the most specific level 23 percent of the behaviors were re-sorted correctly by all five judges, 37 percent were re-sorted correctly by four or more judges, etc. The last column shows that of five general areas 64 percent of the behaviors were re-sorted correctly by all five judges, 75 percent were re-sorted correctly by four or more judges, 83 percent by three or more judges, etc. As would be expected, simpler sorting requirements resulted in higher agreement among the judges. At the three-digit level three or more judges agreed 64 percent of the time, while at the two-digit level agreement occurred 71 percent of the time.

Third content analysis. The Sorter Reliability Study of the second content analysis also suggested that many behaviors could be related to several different categories. Therefore, a review and editing effort was introduced in which every behavior was compared to the original incident report. Accuracy of data reduction onto the Behavioral Specification Form was determined on two bases: (1) the verbatim accuracy of the behavior reduction, and (2) its relationship to the valuing statement which the respondent had given in answer to the questions, "Why is this desirable?" or "Why is this undesirable?".

A review of the 6000 specific behaviors revealed several types of errors in the data reduction process. One type of error occurred where multiple behaviors had been taken from a single incident. Many of the behaviors abstracted from the incident dealt with context material or were unnecessarily small fragments of an overall broad behavior of concern to the respondent. A second type of error occurred in abstraction of behaviors from the incident on the projected values of the person reducing the data rather than those of the respondent. Review and editing of the specific behaviors eliminated approximately 1300 specific behaviors and 41 categories. Behaviors were grouped together by valuing statements without regard to whether the behavior cited was negative or positive. The valence of nearly all valuing statements was positive since the desired behavior of the respondent was positive, for example, "Accept Job Responsibility".

A total of 303 basic categories remained, which reflect the values of the respondents and which require fewer multiple classifications of behaviors, except in those instances where the respondent stated several values when giving reasons why the behavior was desirable or undesirable. Reliability of categories was analyzed as in the second content analysis again using five judges and 100 randomly selected behaviors. This time the percent of behaviors replaced into their original categories varied from 49 percent to 77 percent for the five judges and the mean percent correctly replaced was 56.8, which was only slightly higher than the corresponding mean (52.4) for the second content analysis.

Table 9 analyzes agreement of judges with the original categories at the various levels of category specificity. Differences from the second content analysis were small, the largest being an increase to 43 percent of occasions when four or more judges agreed with the original category (all levels) as compared to 37 percent in the second content analysis.

Table 9

Percent of Behaviors Re-sorted Into Original Categories--
Third Content Analysis

	Specificity of Categories			
	Most specific level	3-digit level	2-digit level	1-digit level
By all 5 judges	27	38	46	63
By 4 or more judges	43	53	61	74
By 3 or more judges	57	59	71	82
By 2 or more judges	70	72	85	89
By 1 or more judges	87	89	94	95

The 303 categories, plus the more general subareas and areas into which they were combined, totaled 368. There are 30 groupings at the two-digit level, 158 groupings at the three-digit level, and 174 groupings of categories at the four- and five-digit level. Agreement among judges, although far from perfect, was far higher than could be expected by chance.

Summary. In order to develop profiles of community behavioral concerns for youth and compare the agreements and disagreements within the community, critical incidents were analyzed for specific behaviors based on the valuing statements of the respondent. The verbatim incident reports were typed onto McBee sorting cards and specific behaviors were abstracted from the incident onto Behavioral Specification Forms. Several methods for developing categories were attempted, resulting in a taxonomy of critical behaviors based on the valuing statements of the respondent rather than the behaviors themselves and for which the specific behaviors stand as criteria, or ways of estimating the presence or absence of the desired attribute.

Reliability of sorting behaviors into categories improved with revisions of the category system. The reliabilities were of course higher at the more general levels where fewer categories were involved. Berelson (1954) criticizes the infrequent reporting of reliability of judges' observations in content analysis studies. Those studies he summarizes reported percentage agreements ranging from 66 percent to 96 percent for relatively simple content analyses. Our mean percentage correct for the simplest level (five categories) was 80 percent and for the next level (31 categories) 72 percent. These values are similar to those reviewed by Berelson.

Demographic Representativeness of the Community Sample

The purpose of the Instructional Tasks Project was to find the expectations for youth held by the community. Consequently, samples from the four subcommunities were drawn randomly in order to get a representative response of the community. Low rate of response to the invitations to participate in the critical incident sessions raised questions as to representativeness of the sample obtained.

Demographic analysis of community sample. An analysis of certain demographic characteristics of the respondent sample was undertaken to determine how certain segments of the community were represented. Population comparisons were made from various sources of population estimates and compared to respondent characteristics. The following tables report characteristics of the respondent sample which were grouped to more closely duplicate the population composition. This was necessary since the arbitrary composition of the original four subcommunities would tend to bias sample characteristics.

Geographic distribution. Data on the community population was obtained from a recent study made by the school district for master planning wherein the community was divided geographically into 11 areas.

Table 10

Geographic Distribution of Community Sample

POPULATION			SAMPLE (Controlled for stratification bias)					
			N participating including all but Students and Graduate Sample		N participating including all but Students, School, Consumer and Graduate Sample		N participating including all but School, SNO, Students, Consumer and Grad. Sample	
Planning Area***	Elementary School	% of District population contained in Planning Area***	No.	%	No.	%	No.	%
2	A,B,C, D	13.3	108	14.0	77	15.7	70	16.4
1 and 3	E,F,G,H, I,J	18.1	130	16.9	87	17.7	80	18.8
4 and 5	K,L,M,N, O	20.9	55	7.2	41	8.4	39	9.2
6	P,Q,R,S	20.4	176	22.9	118	24.0	96	22.5
7	T,U,V	6.6	41	5.3	23	4.7	19	4.5
9	W	8.7	65	8.5	48	9.8	43	10.1
8,10,11	X,Y	12.0	133	17.3	76	15.5	66	15.5
	Other		61	7.9	21	4.3	13	3.1
		Total ****	769		491		426	

* Includes Parents, SNO and SO only.

** Includes Parents and SNO only.

***Based on 1966 interim analysis for Newport-Mesa Unified School District Master Plan conducted by Odell MacConnell Associates, Inc.

****Does not include the 46 respondents who did not indicate where they lived.

Table 10 reveals that Areas Four and Five of the population were underrepresented in the respondent sample. Twenty-one percent of the community lived in Areas Four and Five but only seven to nine percent of the respondent sample was from these planning areas.

Education level. Community data showing distribution of education, gathered from the 1960 census, was compared to the respondent sample.

Table 11

Education of Community Sample

	POPULATION	SAMPLE (Controlled for Stratification Bias)					
		N		N		N	
		includes all but Students and Graduate Sample		includes all but Students, School, Consumer and Graduate Sample**		includes all but Students, Consumer, Social Organized, and Graduate Sample***	
	District*	No.	%	No.	%	No.	%
Less than five years of school	2.6	2	0.3	2	0.4	2	0.5
Five years of school or more but less than High School Graduation	34.4	14	1.9	14	3.1	13	3.4
Completed High School but did not graduate from college	49.1	180	24.3	172	38.2	152	39.5
College Graduates	13.9	545	73.6	262	58.2	218	56.6
Median School Years Completed	12.4	16	-	16	-	16	-
Educational level unidentified		60		30		31	
Total		801		480		416	

*1960 Census data based on population 25 years or older.
**Includes Parents, Social Non-organized and Social Organized only.
***Includes Parents and Social Non-organized only.

Those with less than completion of high school were not well represented in the respondent sample. Thirty-seven percent of the community in 1960 had not completed high school as compared to two to four percent of the respondent sample.

Age distribution. Age distribution of the population by a special census conducted in 1966 shows the following distribution of the population of those twenty years of age or more.

Table 12

Ages of Community Sample

	POPULATION	SAMPLE (Controlled for Stratification Bias)			
		N includes all but Student & Graduate Sample		N includes all but Students, Parents, School Consumer & Graduate Sample **	
Age Group	District Percentage*	No.	%	No.	%
20 - 29	22.9	75	10.4	20	7.8
30 - 39	21.5	257	35.6	72	28.0
40 - 49	23.3	272	37.7	102	39.7
50 - 59	15.3	90	12.5	48	18.7
60 - 69	9.8	22	3.1	12	4.7
70+	7.2	4	.6	3	1.2
	100.0	720	99.9	257	100.1
			(Non-respondents)	8	
Totals	100.0	720	99.9	265	100.1

*Based on figures taken from Special Census, Costa Mesa, and Special Census, Newport Beach, 4/66.

**Includes Social Non-organized and Social Organized only.

Those sixty years of age and older were not well represented in the respondent sample. Seventeen percent of the community population belonged to this age group, but only 3.7 to 5.9 percent of the respondent sample were members of this age group. The 20 to 29 age group also appears to be under-represented. However, identification data was not gathered from the Graduates, therefore, it is not known whether this age group is under- or over-represented.

Vocational distribution. The vocations of respondents were compared to that of the population of the 1960 census report.

Table 13

Vocations of Community Sample

	POPULATION	SAMPLE (Controlled for Stratification Bias)			
		N includes all but Student & Graduate Sample		N includes all but Student, School Consumer & Graduate Sample**	
	District*	No.	%	No.	%
White Collar	53.8	541	93.0	236	85.2
Blue Collar	46.2	41	7.0	41	14.8

*Based on 1960 Census figures.
**Includes Parents, Social Non-organized and Social Organized only.

Above figures do not include:

	Number
Students.	65
Retired	9
Private household	113

Analysis of Table 13 reveals that blue collar workers were not adequately represented in the respondent sample. Forty-six percent of the community had jobs in 1960 which could be categorized as blue collar, while only 7 to 15 percent of the respondents could be classified in this category. Conversely, of course, the white collar workers were a larger percentage of the respondent sample than in the population of 1960.

Summary. In order to determine the representativeness of the sample, a demographic analysis was undertaken, comparing the geographic, education, age, and vocational characteristics of the respondent sample to the community population. About 80 percent of the respondents, other than Students and Graduates, identified the area of the community in which they lived. Information on vocational distribution was gathered on only 582 of the respondents who were not Students or Graduates. Within those limitations, the respondents appear to be rather well representative of the community in regard to these four demographic characteristics except for under-representation of individuals living in Planning Areas Four and Five, of individuals with less than high school graduation, of individuals sixty years of age and older, and of blue collar workers.

A Study of Non-respondents

The most germane question about representativeness is whether the critical behaviors obtained from the respondents are different from those which the Non-respondents would have given, and, if so, in what ways. Therefore, in addition to analysis of demographic characteristics of the sample, a study of the representativeness of critical incident behaviors was undertaken. The study involved collecting critical incident reports from a sample of the Non-respondents to determine if different categories of behaviors would be obtained or emphasized.

Procedures. Individual interviews rather than group sessions were conducted since experience had shown respondents more likely to agree to an individual interview. A random sample of Non-respondents was drawn from Parents, Social Non-organized, and School communities. The remaining four sub-categories of community members were not sampled for the following reasons.

> Original rosters of Social Organized members were not known to us since invitations to organization members had been made through officers of the organizations. We, therefore, could not know who constituted the Non-respondent Social Organized sample.
>
> Non-responding Consumers were not sampled since our technique for this study replicated that which the Consumers had already received. In addition, comments of Consumers not participating in the interviews suggested little likelihood they would respond to another interview opportunity.
>
> The Graduate sample had been mailed forms and reminded several times through follow-up letters. There was no opportunity to interview a random sample of the Graduates without extensive traveling beyond the County.
>
> The Student group was not sampled since many had graduated and were unavailable in the area, and their original response to the group meetings had been rather high; the Student group was therefore better represented than the others.

Seven interviewers were obtained and provided training. They were given randomly assigned addresses of Non-respondents to interview. The interview data was typed onto McBee sorting cards and reduced as was the original data. Behaviors were entered on Behavioral Specification Forms with notation as to the valuing statement of the respondent. These value statements and behaviors were then analyzed in order to determine the occurrence of new categories.

Non-respondent study sample response. Response of the Non-respondent sample is shown in Table 14, in which "Q" stands for quota.

Table 14

Non-respondent Sample Interview Response

	Q	Number Contacted	% of Q	Number Completing	% of Q
Parents	55	46	83.6	39	70.9
Social Non-organized	135	105	77.8	87	64.4
School	33	33	100.0	32	97.0
Total	223	184	82.5	158	71.0

Attempts were made to contact 223 persons. The interviewers were able to contact 184, 82 percent of the sample. One hundred and fifty-eight accepted and completed the individual interview, or 71 percent of the original quota. The Social Non-organized community had the lowest rate of completion (64.4 percent) and the School community had the highest (97 percent).

Demographic characteristics. Demographic characteristics of the Non-respondent sample were compared to the original sample on the four characteristics of geographic location, education, age, and vocation.

Geographic distribution. Analysis of the location of residence of the respondents in this study shows some differences with the original sample as revealed in Table 15 on the following page.

The Non-respondent sample is similar to the original sample by representation in Planning Area Six. There are differences in all other Planning Areas. However, for the purposes of this study, the increase in representation in Planning Areas Four and Five is of significance since the original sample was under-representative of the population in these two planning areas.

Table 15

Geographic Distribution of Non-respondent Sample

Planning Area	Elementary School	% of District population contained in planning area*	Original Sample** No.	Original Sample** %	Non-respondent Sample No.	Non-respondent Sample %
2	Adams Balearic California Mesa Verde	13.3	108	14.0	25	18.5
1 and 3	Bear College Park Killybrooke Paularino Presidio Sonora	18.1	130	16.9	37	27.4
4 and 5	Canyon Pomona Victoria Whittier Wilson	20.9	55	7.2	21	15.6
6	Harper Mariners Newport Hgts. Woodland	20.4	176	22.9	30	22.2
7	Bay View Lindbergh Monte Vista	6.6	41	5.3	3	2.2
9	Newport	8.7	65	8.5	8	5.9
8,10,11	Corona del Mar Harbor View	12.0	133	17.3	10	7.4
	Other	--	61	7.9	1	0.8
		Totals	769	100.0	135	100.0
		No response	10		20	

*1966-67 N-MUSD study conducted by Odell MacConnel Associates, Inc.

**All except Students and Graduates.

Education level. Distribution of educational characteristics of the Non-respondent sample is shown in Table 16.

Table 16

Educational Distribution of Non-respondent Sample

	District	Original Sample**		Non-respondent Sample***	
	%*	No.	%	No.	%
Less than five years of school	2.6	2	0.3	0	0
Five years of school or more but less than high school graduation	34.4	14	1.9	10	6.6
Completed high school but did not graduate from college	49.1	180	24.3	68	44.7
College Graduates	13.9	545	73.6	74	48.7
Totals		741	100.1	152	100.0
No response		60		6	

*1960 Census data based on population 25 years or older.
**All except Student and Graduate communities.
***Includes Parents, Social Non-organized and School communities.

Again there are differences in distribution of the educational level of the Non-respondent sample. The Non-respondent sample contained more who completed high school but did not graduate from college, and contained fewer college graduates. Of importance, however, is the increase of persons with five years of school but less than high school graduation. The original sample was under-representative of this population.

Age distribution. Analysis of the age distribution of the Non-respondent sample is shown in the following table.

Table 17

Ages of Non-respondent Sample

Age Group	District Percentage*	Original Sample**		Non-respondent Sample***	
		N	%	N	%
20 - 29	22.9	75	10.4	28	19.0
30 - 39	21.5	257	35.6	49	33.3
40 - 49	23.3	272	37.7	42	28.6
50 - 59	15.3	90	12.5	22	15.0
60 - 69	9.8	22	3.1	6	4.1
70+	7.2	4	0.6	0	0
Totals	100.0	720	99.9	147	100.0

No response = 11

*Based on figures taken from Special Census, Costa Mesa, 4/27/66; and Special Census, Newport Beach, 4/1/66.

**All except Student and Graduate communities.

***Includes Parents, Social Non-organized and School communities.

The table reveals an increase in representation of those in the 20 to 29 age group, which had been under-represented in the original sample. There was no increase in the 60 years of age and older portion of the population in the Non-respondent sample.

Vocation distribution. The following table indicates the vocational characteristics of the Non-respondent sample as compared to the original sample.

Table 18

Vocations of Non-respondent Sample

	District Percentage*	Original Sample** No.	Original Sample** %	Non-respondent Sample*** No.	Non-respondent Sample*** %
White Collar	53.8	541	93.0	101	77.1
Non-white Collar	46.2	41	7.0	30	22.9

*Based on 1960 Census figures.
**All except Student and Graduate communities
***Includes Parents, Social Non-organized and School communities.

Above figures do not include:

Original Sample	Number
Students	65
Retired	9
Private household	113

The Non-respondent sample obtained higher representation of blue collar workers, a group which was under-represented in the original sample.

Summary. The Non-respondent sample better represents those who live in Planning Areas Four and Five, those with less than high school graduation, those 20 to 29 years of age, and blue collar workers. All four of these portions of the population had been under-represented in the original sample. The Non-respondent sample did not result in better representation of the persons 60 years of age and older.

Critical incident content. The behaviors of concern to the Non-respondent sample were compared to those of the original sample. A total of 597 behaviors resulted from reduction of the 158 interviews. Of these, four could not be placed in categories of the original sample. These four behaviors constituted two categories, "To Compete With Others" and "To Recognize Colors Prior to Beginning Reading or Early in the Pre-school Age" (see Appendix E). All other behaviors could be classified into the categories developed from the original sample. Comparison of the distribution of behaviors across the five major areas by the Non-respondent sample and the original sample revealed differences between the two samples significant beyond the .05 level for Parents and Social Non-organized communities. In both of these subcommunities the major differences between the original and Non-respondent samples arose in areas 2.0 (Instructing/Influencing) and 5.0 (Employing Skills, Knowledge & Attitudes). Area 2.0 was less salient for the Non-respondent sample and area 5.0 was more salient. The Non-respondents represented blue collar workers better than the original sample. It may be that Non-respondents emphasized area 5.0 because of a greater orientation toward training for vocational skills. The fact that 37 of the 38 behaviors given by Non-respondents in subarea 5.3 (Applied Skills and Knowledge) were given by the Parent and Social groups, as opposed to school personnel, further supports this hypothesis. Appendix E shows the frequencies of behaviors reported by the Non-respondent sample for all categories having 10 or more behaviors.

Summary. A study of a sample of those people not responding to the original invitations to participate in the critical incident sessions was undertaken. Individual interviews were administered. Over 70 percent of a sample of the Non-respondents accepted and completed the critical incident interviews. Analysis of the demographic characteristics indicated better representation of those segments of the community poorly represented in the original sample. Two behavioral categories not represented in the original critical incident sample were developed out of the 597 behaviors reported by the Non-respondent sample. The other categories matched those of the original sample. It may be concluded that the categories of behaviors derived from the Non-respondent sample are not appreciably different from the categories of behaviors provided by the original sample and that probably continued sampling of community members for critical incidents would not yield a significant number of new categories. However, distributions of behaviors across categories of the Non-respondent sample and the original sample differed significantly for Parents and Social Non-organized, reflecting different relative salience of the concerns of the Non-respondent sample. If the original sample had represented the community well, then no significant differences in salience of concerns between these two samples would have been expected.

To sum up the study of Non-respondents, it appears that the taxonomy of behavioral concerns developed for the original sample will also comprehend the concerns of those segments of the community who tended not to respond originally. That is, we might expect the kinds of student performance they wish to communicate about to be included in the same taxonomy, even though the relative salience of these concerns is somewhat different for the Non-respondent group.

Community Panels

Overview. A community panel was selected consisting of individuals chosen randomly from the seven subcommunities. These individuals had all contributed critical incident data earlier, either by way of the original sessions or through the Non-respondent sample. Prospective panel members were invited to attend one of three two-hour meetings. These meetings were held at various times (weekday morning, weekday evening and Saturday morning) for the convenience of attendees.

Panel members received a brief overview of project objectives and progress to date. They were asked to provide data regarding category importance and degree of school responsibility for development of the behaviors, to react to the category titles, and to mention missing category areas. A discussion period was held at the end of each panel meeting. Results of the ratings and comments are described in Chapter III of this report.

Response to invitation. Composition of the community panel was based on proportion of participation of each subcommunity in the original sample. Back-up lists were developed in case of non-acceptance of invitations. Letters of invitation over the signature of a Board of Education member were sent to each prospective panel member. These letters were followed by phone calls and reminder cards. The numbers responding to invitations are shown in Table 19.

Table 19

Attendance -- Community Panel Meetings

Subcommunity	Number Invited	No. called from Back-up Lists	Number Accepting	Number Attending
Parents	12	7	10	5
Social Organized	4	0	4	3
Social Non-organized	12	5	10	6
School	16	2	16	12
Consumer	3	0	3	3
Graduates	7	3	5	2
Students	6	0	6	0
Non-respondent Sample	12	6	4	4
Totals	72	23	58	35

Assessment Studies

One goal of the Instructional Tasks Project was to identify behaviors of youth which concerned the community. The critical incident technique was used for this purpose and contained descriptions of desirable and undesirable behaviors as judged by community members. Assessment studies were conducted by classroom teachers to determine if behaviors within each category could be used as criteria for evaluating achievement of the attributes implied by the category titles. (See Table 22 in Chapter III for categories.) The assessment studies were considered an incidental effort to the first year of effort, conducted to provide data for future stages of the project.

Method. Six classroom teachers, who were employed as Task Analysts during the summer of 1967 and were familiar with the critical incident data, conducted individual pilot assessment studies during the fall semester 1967. They attempted to develop methods for identifying and using criterion behaviors for selected categories. The teachers were allowed to choose categories with which they wanted to work. Each teacher submitted a report of his study.

The categories considered in the six studies are listed below. The categories were those existing at the end of the summer activity and hence might not be in the same form as finally developed and listed in Table 22. Level of school where each study was conducted is indicated in parentheses.

1. Carried Tasks to Completion/Persevered (Elementary)
2. Communicated in Foreign Language (High School)
3. Dealt With Math Concepts and Skills (High School)
4. Applied Mechanics of Written Communication -- Handwriting (Elementary -- Grade Three)
5. Applied Mechanics of Written Communication -- Handwriting (Elementary -- Grade One)
6. Classroom Cheating (High School)

An example of one such plan for assessment is the following:

> Category 4.0: Take Responsibility For Managing/Directing Self
> 4.3: Planning/Organizing/Initiating
> 4.3.8: Carry tasks to completion/persevere
>
> An apparent community desire is that students be self-directed in carrying tasks to completion. It is therefore necessary to devise methods to determine which students do not meet this expectancy. Third grade students who have been given tasks to accomplish with little teacher direction are evaluated on the basis of performance criteria drawn from criterion behaviors revealed in the categories' expectancies. A high correlation between positive achievement of the performance criteria and turning in the desired product at the end of the specified

> time would indicate that the performance criteria may be valid. Students performing tasks with teacher direction are used as a control group.

Each teacher was to develop instruments for identifying behaviors related to the categories by using behaviors supplied by community members. In order to construct instruments they developed operational definitions of the categories using the critical incident behaviors supplemented by added criteria drawn from the teacher's own experience. Conclusions and comments were to be stated in their final report. Assistance in planning and carrying out the studies was provided by project staff.

Summary. Five teachers reported they were able to develop measures enabling them to differentiate between students in regard to the behavioral category with which they were dealing. One teacher (No. 6 above) observed, but could not identify the presence of cheating. Five teachers used teacher observation to measure performance on their particular instruments. One teacher ("Communicated in Foreign Language") used a standardized test.

Chapter III

RESULTS

Behavior Categories of Concern to the Community

In the Critical Incident interviews, community members gave specific examples of desirable and undesirable behaviors of youth and reasons why they thought the behaviors were desirable or not. The 4751 behaviors so obtained were grouped into 303 categories (complete list in Table 22), which were in turn combined into larger groupings. At the most general level, all categories were grouped into the five following areas:

1. Cooperating/Respecting
2. Instructing/Influencing
3. Aiding/Protecting/Empathizing
4. Managing/Directing Self
5. Employing Skills, Knowledges, Attitudes

The first three areas represent actions aimed primarily towards the needs of others. The last two areas of behavior are aimed mainly at the needs of the young person himself.

Each of the 303 categories is stated as a desired class of behavior even when most or all of the incidents of behavior under the category are undesirable, that is, failures to do the desired thing (see first example below -- Category 1.9.3). Below are shown three examples of categories and the desirable and undesirable behaviors under each. The grade level of the person described in the incident is shown in parentheses after each behavior. The document listing all of the behaviors and categories derived from the Critical Incident data is too large to be included in this report. However, reference copies are deposited with the American Institutes for Research at Palo Alto and the Newport-Mesa Unified School District.

Sample of Three Categories[1] with Specific Behaviors

Category 1.9.3 Return Borrowed Money/Objects

Undesirable Behaviors

Two boys fight over the ownership of some coins. One boy says they are his because he wants them and the other boy already has too many. (1st)

Boy borrows writer's son's wagon and instead of returning it pulls the wagon onto the sidewalk near the writer's house and leaves it. (3rd)

---

[1] The place of these categories in the total taxonomy is shown in Table 22. Use code number to locate.

Girl borrows raft from younger boy, then leaves it floating in ocean.(8th)

Boys borrow wagon and then it is taken when they leave it unguarded. (9th)

Fifteen year old boy "borrows" without permission certain items needed to compete in yachting event. They leave items on dock after event, making no attempt to return them. (9th)

Neighbor girl borrows volume of encyclopedia and forgets to return it.(9th)

Young man borrows boy's bike Saturday and promises to return it following morning. Doesn't return it until 7 PM. Boy needs bike to ride to school Monday morning. (9th)

Boy borrows younger friend's bicycle without asking permission. (9th)

Boy borrows money and never returns it. (11th)

When asked to return a recipe she has borrowed, girl says she has passed it on to others and makes no attempt to locate it. (Grad)

Category 4.1.4 Develop/Use Skills for Obtaining Information

Desirable Behaviors

Boy goes to father for answers to questions about book. (K)

Boy looks up word "bison" in childs dictionary. (1st)

Boy, doing report, is able to discern general information he needs from encyclopedia even though vocabulary is advanced for his age. (2nd)

Boy in new reading program asks questions about Thomas Edison. He wants to know who disobeyed Edison and why. (3rd)

Girl goes to library and obtains reference books to use in writing a report on a state. (3rd)

Girl does research for term paper -- reads sources, outlines, writes and checks paper for errors. (4th)

Boy employs research skills in finding answer to history assignment. (4th)

Boy looks up information in home library on new topic to him (information about horned toads). (5th)

Girl does research on types of poetry during free reading time. (5th)

Boy actively engages in the gathering of information regarding his hobby without adult help. Did research. (5th)

Girl goes to bank on her own to find information about opening an account for a group. (6th)

Boy requests to study neighbor's encyclopedias. (6th)

Boy searches out words in dictionary and Thesaurus to better understand article. (6th)

Girl is given some frogs (has no idea how to raise them), goes to the library and obtains and reads books on subject. (6th)

Boys obtain prices for materials needed for camping trip by researching them. (6th)

Boy is at school asking school secretary for information concerning a science workshop for elementary students to be held this summer. (6th)

Boy tries to find information on his own before asking for help. (6th)

Boy does research for term paper; keeps notes, outlines, writes rough and final drafts. (6th)

Girl goes to friend of family who is known for a particular type of cooking. She questions cook on methods and procedures, goes to own home to practice what she has learned. (7th)

Boy investigates meaning and derivation of a word in a literary selection. (8th)

Boy raises new questions as a result of experiments with rats.(8th)

Boy shows interest in stock market by following given stock closely. (8th)

Boy asks attorney if children have same constitutional rights as adults do -- Why or why not? (8th)

Boy asks to be allowed to attend meetings of a County Grand Jury. (J.H.)

In classroom before class, boy asks questions on the subject at hand. (9th)

Three girls prepare debate on "Pro" abortion law. They research problem and give factual information free of biased emotion. (9th)

High school boy is inquisitive. Debates pros and cons of unionism with adult. Not willing to just accept one point of view. (10th)

Girl does research for correct categories to list film. (11th)

Boy, who is behind assignments in class, finds out assignments that are due and dates due. (12th)

Girl does research on own in field of creativity and the educational system. (Grad)

Student learns how to research a topic at O.C.C. and incorporates the knowledge into a paper. (Grad)

Boy obtains knowledge of computers through reading on his own. (Grad)

Boy, college student on tour, enters into situation in each port which enables him to meet people of country and exchange ideas. (13th)

Undesirable Behaviors

Boy hands in blank spelling paper at end of spelling test not knowing what paper is for. (2nd)

Second grade girl, unable to regroup in subtraction after instruction, does not go to instructional aids (counting manual, etc.) for help. (2nd)

Boy asks neighbor, who is starting his car, why he is going in the white car, why does he drive, why is his car parked in front of the garage. (2nd)

Boy spends about 30 minutes trying to find "insect" in Jr. Encyclopedia. (3rd)

Girl is unable to look up word in dictionary. (3rd-4th)

Boy is unable to research report on California and finish it. (4th)

Assignment is passed out to class, two minutes later boy says, "I don't get this." (4th)

Girl is shown devices to help her learn to spell but does not spend time to achieve skill. (4th)

Girl tells teacher she cannot find material for report. She can't even remember how to go to bookshelf. (5th)

After locating material in card file, girl does not know where in library to find it. (7th)

Girl does not bother to use simplified dictionary after using one too difficult for her. (8th)

Girl is unable to locate information in history book and does not realize she can use a dictionary. (8th)

Boy goes to encyclopedia to find a copy of the Constitution and cannot find it. (10th)

Boy asks speaker from Kenya where African nation of Kenya is. (10th)

Boy is not aware of fields in which he is to take college board examinations. (12th)

Boy does not learn from counselors in high school about what college courses are good and bad -- what classes he should take in college. (9th-12th)

Girl has difficulty in obtaining information for report. (13th)

Boy fails his fourth consecutive exam without seeking any advice or counsel. (13th)

Category 5.1.8.2 Know Basic Scientific Facts and Terminology

Desirable Behaviors

A four year old girl remarks in the later afternoon that it is almost time for the sun to be on the other side of the world. (Preschool)

A five year old girl states that water on a car window will evaporate. She explains that this means to go back into the air. (K)

Girl recites all the names of the planets close to the sun and their relationship to sun (at home). (K)

Boy shows evidence of knowledge about the Air Force Moon Project. (2nd)

Boy defines and understands simple terms about sex as male, female, and mate, in original story he writes. (2nd)

During class discussion of dinosaurs, boy says he has read about dinosaurs and starts answering some questions of his classmates. (2nd)

Boy expounds on knowledge of the circulation in the human body learned earlier. (6th)

Boy in audience comes forth with much information on subject of meteors. (8th)

Two boys are discussing the sciences, particularly chemistry. They show knowledge beyond expectations. (9th)

Boy states theories on aging (cosmic ray and ultra-violet exposure). (11th)

A group of high school students display considerable knowledge about oceanography. (11th)

One boy knows (has knowledge) a great deal about the "Red Tide". (Grad)

Undesirable Behaviors

Boy demonstrates his false beliefs concerning childbirth -- that babies come from the doll shop. (K)

Boy asks question of another that shows lack of understanding and knowledge of plants and growth and that plants only reproduce their own kind. (6th)

Boy develops science project demonstrating dynamic effects of various forms upon the flow of smoke-filled air. A few weeks later he does not know what aerodynamic means. (8th)

Girl confuses fact with fancy in science class -- feels women have one less rib because Eve was made from Adam's rib. (11th)

Girl does not know meaning of alien, anus, mammory, fetal and other words used to describe physical parts of the body. (12th)

Boy receives a D in two consecutive semester courses in Combined Science because he has no background in Physics or Chemistry. (Grad)

Community Profiles of Behavior Categories

The community sample was conceived as having four subcommunities -- Parents, School, Social, and Youth -- which might possibly hold exclusive as well as common desires regarding youths' behavior. The Social community consisted of Social Organized, Social Non-organized, and Consumer subcommunities. The Youth community was comprised of Graduates and High School Students.

Analysis of community profiles. Numbers of respondents and number of behaviors abstracted from their critical incident reports varied among the four subcommunities, as shown in Table 20.

Table 20

Distribution of Respondents and
Specific Behaviors by Subcommunity

	Respondents		Specific Behaviors	
	N	%	N	%
Parents	217	20.6	1102	23.2
School	273	25.9	1234	26.0
Social	333	31.6	1508	31.7
Youth	231	21.9	907	19.1
	1054		4751	

The Social community contributed the largest portion of total behaviors while Youth contributed the smallest. Each subcommunity gave instances of behaviors falling in all five of the major areas of categories.

Major areas differed in relative salience (number of behaviors) among the four subcommunities, as shown in Table 21 on the following page. Least mentioned by all subcommunities was Instructing/Influencing behaviors, while Cooperating/Respecting behaviors were mentioned most frequently by all but Youth, who mentioned Managing/Directing Self behaviors most frequently. It should be kept in mind that the Youth completed a different critical incident form from the other subcommunities and this may have contributed to the observed differences in salience of concerns.

Table 21

Distribution of Behaviors in Major Areas for Each Subcommunity

		Parents	School	Social	Youth	Total
1.0	Cooperating/Respecting	397	359	524	218	1498
2.0	Instructing/Influencing	50	63	74	25	212
3.0	Aiding/Protecting/Empathizing	154	164	173	139	630
4.0	Managing/Directing Self	225	322	341	283	1171
5.0	Employing Skills, Knowledge Attitudes	276	326	396	242	1240
	TOTAL	1102	1234	1508	907	4751

Distributions for the subcommunities were compared for categories within each area. If a given category of behavior was equally salient for the four subcommunities, one would expect the total number of behaviors reported in that category to be distributed across the four subcommunities in about the percentages shown in the right hand column of Table 20. Deviations from these "expected" percentages were tested for statistical significance by the chi-square test.

Differences among the four subcommunities are significant[2] for four of the five major areas, the exception being Employing Skills, Knowledge, Attitudes. In the Cooperating/Respecting area (first row of Table 22), differences among the subcommunities are significant at the .01 level. There are 1498 behaviors from the total community in this category. The Youth community provided 19.1 percent of the behaviors in all areas combined (Table 20). If all four communities had mentioned this area to the same degree, we would have expected 286 behaviors (19.1 percent of 1498) in the Cooperating/Respecting area from the Youth community. However, Table 21 shows Youth to have contributed only 218 behaviors. This is 68 fewer behaviors than would have been expected if they had provided the same proportion of behaviors in this category as did the other communities. Thus, -68 appears in the column under Youth in the first row of Table 22. Inspection of Table 21 shows Parents to have contributed 397 behaviors in this area, which is 49 more than would have been expected had their response been proportional to the response of the other communities. Therefore, 49 appears in the column under Parents in the first row of Table 22.

---

[2] Significance of difference is accepted at the .10 level or better. Throughout the report, a difference is referred to as significant if the .10 level of significance or better is met; that is, a difference as large would occur by chance less than 10 percent of the time.

Table 22

Community Profiles of Behavior Categories

CATEGORIES		Total Number Behaviors		Number of Behaviors More (+) or Less (-) Than Expected			
				Parents	School	Social	Youth
1.0	COOPERATING/RESPECTING	1498	***[1]	49	-30	49	-68
1.1	Obey Rules	84	**	-6	11	-7	2
1.1.1	Obey laws of society	17		0	1	2	-1
1.1.2	Obey school rules	58	***	-7	10	-6	5
1.1.3	Obey rules in sports	5					
1.1.4	Obey rules in the home	2					
1.1.5	Obey rules of the employer	2					
1.2	Comply With Directions/Suggestions/Requests	197	***	-10	18	6	-14
1.2.1	Follow directions to properly accomplish a task	23	**	-4	6	0	-1
1.2.2	Comply with directions or orders from authority figures	118	***	-4	15	-1	-10
1.2.3	Accept advice, correction or reprimand from authority figures	32		-1	1	4	-3
1.2.4	Comply with requests or favors asked by adults or peers	24		0	-4	3	0
1.3	Accept Responsibility	150	***	7	-21	25	-12
1.3.1	Accept job responsibility	55	***	-1	-12	19	-5
1.3.2	Accept school responsibility	7					
1.3.3	Accept responsibility in the home	22	***	7	-5	0	-1
1.3.4	Accept responsibility of leadership/position	65		1	-2	6	-5
1.3.5	Accept responsibility of citizenship	1					
1.4	Participate in Permissive Activities	16		3	-3	2	-2
1.4.1	Participate in self-initiated activities	3					
1.4.2	Participate in school activities	4					
1.4.3	Participate in group initiated social/cultural activities	9					
1.5	Comply With Codes and Customs	323	***	14	-23	15	-6
1.5.1	Comply with language codes and customs	24		3	0	0	-3
1.5.2	Comply with sexual codes and customs	37		-2	2	-3	2
1.5.3	Comply with social behavior codes and customs	151	*	12	-8	1	-5
1.5.4	Respect law and order	3					
1.5.5	Comply with personal appearance codes and customs	39	*	3	-5	6	-3

---

[1] Asterisks indicate significance level of difference (chi-square) as follows: *** .01; ** .05; * .10. For example, three asterisks indicate that a difference that large would occur by chance less than one percent of the time.

(Table 22 contin.)

CATEGORIES		Total Number Behaviors		Number of Behaviors More (+) or Less (-) Than Expected			
				Parents	School	Social	Youth
1.5.6	Comply with codes and customs concerning smoking	16		1	-3	2	0
1.5.7	Comply with codes and customs for patriotic behavior	14					
1.5.8	Comply with codes and customs for cooperation and fair play	12					
1.5.9	Comply with codes and customs concerning narcotics and alcohol	27	***	0	-7	2	5
1.6	Be Honest/Truthful	137	*	2	12	-9	-5
1.6.1	Tell the truth	43		3	1	-1	-3
1.6.2	Respect ownership of property	50		3	3	-4	-3
1.6.3	Behave with honesty/integrity towards others	44	**	-4	9	-5	1
1.7	Be Courteous/Mannerly	420	***	24	-25	16	-14
1.7.1	Speak politely/respectfully to others	88	***	11	-12	4	-3
1.7.2	Avoid directing profane language or gestures toward others	60		1	-7	4	2
1.7.3	Show appreciation for efforts of others	68	**	4	2	3	-9
1.7.4	Expect no special privileges/advantages	12					
1.7.5	Be considerate of feelings/activities/needs of others	121		3	-1	0	-1
1.7.6	Be courteous/respectful when dealing with othe	71		6	-6	3	-3
1.8	Respect the Physical Person of Others	20		2	-1	-2	1
1.8.1	Respect younger children	9					
1.8.2	Respect adults	6					
1.8.3	Respect peers	3					
1.8.4	Respect groups	2					
1.9	Respect the Property of Others	151	***	13	2	4	-19
1.9.1	Don't litter property	18		-1	0	2	-2
1.9.2	Respect public property	31	**	6	2	-5	-2
1.9.3	Return borrowed money/objects	10					
1.9.4	Respect private property	85	**	3	2	6	-11
1.9.5	Respect privacy of others	7					
2.0	INSTRUCTING/INFLUENCING	212	*	1	8	7	-15
2.1	Offer Suggestions or Advice	25		-1	2	0	-1
2.2	Organize/Lead Spontaneously	45		3	3	-3	-3
2.3	Instruct or Inform	84		-2	3	4	-5
2.4	Exemplify	17		1	0	2	-2
2.5	General: Instruct/Influence	41		0	-1	4	-3
3.0	AIDING/PROTECTING/EMPATHIZING	630	*	8	0	-27	19
3.1	Provide Care	105	*	7	-10	0	4
3.1.1	Care for others in emergencies	50	***	4	-6	-6	7
3.1.2	Care for the sick	4					
3.1.3	Care for the handicapped	3					
3.1.4	Provide routine care for younger children	15		0	-2	4	-1

(Table 22 contin.)

CATEGORIES		Total Number Behaviors		Number of Behaviors More (+) or Less (-) Than Expected			
				Parents	School	Social	Youth
3.1.5	Care for younger children in difficulty	6					
3.1.6	Care for younger children in a creative manner	5					
3.1.7	Volunteer to care for younger children	8					
3.1.8	Care for the physical well-being of others	3					
3.1.9	Care for animals	11					
3.2	Provide Comfort/Encouragement	152	***	-5	18	-26	13
3.2.1	Listen to others' problems	5					
3.2.2	Offer words or gestures of encouragement/comfort	30	**	-2	7	-5	0
3.2.3	Ease embarrassing situations	6					
3.2.4	Include others in activities	37	*	2	5	-6	-2
3.2.5	Comfort the sick or injured	12					
3.2.6	Make newcomers at ease	17	***	-2	3	-5	6
3.2.7	Treat others as worthy individuals	45	*	-2	3	-6	5
3.3	Be Concerned/Understanding	30		-2	4	-2	0
3.3.1	Verbalize concern for others	10					
3.3.2	Show concern about/understand others' needs and viewpoints	16		0	2	-1	0
3.3.3	Show concern about family finances	4					
3.4	Intervene/Assist/Support	185		-3	0	1	2
3.4.1	Come to the defense of others	20	**	0	2	-5	4
3.4.1.1	Verbally	14					
3.4.1.2	Physically	6					
3.4.2	Act as conciliator/mediator	10					
3.4.3	Perform tasks for sick/injured	8					
3.4.4	Provide transportation	8					
3.4.5	Assist others in social situations	3					
3.4.6	Assist in personal development of others	9					
3.4.7	Assist with housekeeping activities	25	**	3	-2	4	-4
3.4.8	Assist with tasks generally	51		-3	5	1	-3
3.4.9	Perform tasks for others	43		-2	1	1	0
3.4.10	Assist in family finances	3					
3.4.11	Provide emotional support for others	4					
3.4.12	Protect others' interests	1					
3.5	Intercede/Secure Assistance	21		2	0	-1	-1
3.5.1	Seek competent assistance for others	15		3	-2	0	0
3.5.2	Solicit consideration for others	6					
3.6	Behave Carefully	73	***	12	-8	-1	-3
3.6.1	Drive motor vehicle safely	37	**	6	-5	2	-3

(Table 22 contin.)

CATEGORIES		Total Number Behaviors		Number of Behaviors More (+) or Less (-) Than Expected			
				Parents	School	Social	Youth
3.6.2	Ride bicycle safely	8					
3.6.3	Observe safety regulations	2					
3.6.4	Act to protect others in potentially dangerous situations	11					
3.6.5	General: Behave carefully	15	**	6	0	-2	-1
3.7	Give/Share With Others	64		-2	-4	2	4
3.7.1	Give of own ability/knowledge/talent	7					
3.7.2	Give gifts to others	15		0	0	-1	2
3.7.3	Share with others	10					
3.7.4	Participate in philanthropic activities	19	*	0	-3	5	0
3.7.5	Sacrifice own interests to spend time with family	2					
3.7.6	Defer to the interests/needs of others	11					
4.0	MANAGING/DIRECTING SELF	1171	***	-47	18	-30	59
4.1	Obtaining Information	147	***	-1	19	-9	-9
4.1.1	Seek information from valid sources	21		1	2	-2	-1
4.1.2	Seek information from many sources	20		-2	4	0	0
4.1.3	Be open to new information	14					
4.1.4	Develop/Use skills for obtaining information	52	***	2	9	-5	-5
4.1.5	Seek/Know correct directions for accomplishing activity	22		3	-1	1	-3
4.1.6	Seek information regarding the physical world	12					
4.1.7	Seek information regarding performance	3					
4.1.8	Seek information regarding the political world	3					
4.2	Evaluation/Decision Making	142	***	-23	-15	-17	55
4.2.1	Remain objective when evaluating self	83	***	-18	-9	-14	41
4.2.1.1	General: be objective about self	11					
4.2.1.2	Recognize own attributes/achievements	38	***	-7	-5	-10	23
4.2.1.3	Recognize own learning/development needs	34	***	-7	-4	-3	15
4.2.2	Verify evaluation and decisions	6					
4.2.3	Make decisions tentative/modify decisions	3					
4.2.4	Weigh values of alternative goals	36	***	-4	-3	-2	10
4.2.5	General: Evaluate/Make Decisions	14					
4.3	Planning/Organizing/Initiating	206	**	0	10	6	-16
4.3.1	Plan before starting tasks	12					
4.3.2	Set tasks which can be accomplished	7					
4.3.3	Plan alternatives	2					
4.3.4	Use ingenuity in planning/organizing/initiating	12					
4.3.5	Allocate appropriate time for tasks	42		-1	6	-3	-2

(Table 22 contin.)

CATEGORIES		Total Number Behaviors		Number of Behaviors More (+) or Less (-) Than Expected			
				Parents	School	Social	Youth
4.3.6	Seek opportunities to initiate action	37		-1	-1	5	-4
4.3.7	Review plans and activities	8					
4.3.8	Carry tasks to completion/persevere	40	***	-1	11	-2	-7
4.3.9	Procure appropriate assistance from others	12					
4.3.10	General: Plan/Organize/Initiate	34		3	-4	2	0
4.4	Directing Oneself in Positive Personal Development	676	**	-23	3	-10	30
4.4.1	Govern hostile impulses/delay actions	150	***	-11	14	-16	12
4.4.1.1	Fighting generally	5					
4.4.1.2	Fighting over disputations	10					
4.4.1.3	Responding to teasing/heckling	14					
4.4.1.4	Responding to physical aggression	10					
4.4.1.5	Assaulting others	47	**	-5	7	-5	3
4.4.1.6	Punishing others/Retribution	25		-2	3	-3	2
4.4.1.7	Responding to denial of personal wish	26		0	0	0	0
4.4.1.8	Responding to negative evaluations	13					
4.4.2	Develop positive/effective means for emotional release	12					
4.4.3	Take responsibility for own misdeeds	52	*	-3	8	-2	-3
4.4.4	Recognize/Accommodate self needs	260		-5	-9	7	7
4.4.4.1	Provide for safety needs	44		4	-3	4	-4
4.4.4.2	Provide for learning needs	113	**	-9	5	-5	9
4.4.4.3	Provide for employment needs	12					
4.4.4.4	Provide for personal relationship needs	6					
4.4.4.5	Provide for status needs	6					
4.4.4.6	Provide for religious practice needs	1					
4.4.4.7	Provide for self-development needs	22		-1	-1	1	2
4.4.4.8	Provide for financial needs	31		3	-2	3	-3
4.4.4.9	Provide for social commitment needs	6					
4.4.4.10	Provide for health needs	9					
4.4.4.11	Provide for citizenship needs	6					
4.4.4.12	Provide for physical sustenance/maintenance	4					
4.4.5	Continue directions in spite of frustrations	56		-1	0	6	-6
4.4.5.1	Continue direction in spite of situational difficulties/obstacles	18		1	-3	4	-1
4.4.5.2	Continue direction in spite of difficulties/failures in attempts	18		-2	2	3	-3
4.4.5.3	Continue direction in spite of self-consciousness	10					
4.4.5.4	Continue direction in spite of handicaps	10					
4.4.6	Establish helping relationships	18	*	-1	-2	-1	5
4.4.7	Use effective means of expressing positive/affectionate feelings towards self/others	13					
4.4.8	Accommodate inconsistencies/differences in self and others	31		-3	-1	-1	5

(Table 22 contin.)

CATEGORIES				Total Number Behaviors		Number of Behaviors More (+) or Less (-) Than Expected: Parents	School	Social	Youth
		4.4.8.1	Self	7					
		4.4.8.2	Others	24		-2	-1	-1	4
	4.4.9	Employ self-sustaining defenses		46		6	-5	-2	0
		4.4.9.1	Present self to others with confidence	26	*	4	-5	1	1
		4.4.9.2	Set and meet challenging expectations	8					
		4.4.9.3	Remain calm in emergency/fearful situations	12					
	4.4.10	Take self-determined position on issues/principles		32		-1	-1	0	3
	4.4.11	Maintain dignity in interpersonal confrontations		6					
5.0	EMPLOYING SKILLS, KNOWLEDGE, ATTITUDES			1240		-12	4	3	5
5.1	Academic Skills and Knowledge			863		-7	26	-3	-16
	5.1.1	Art		39		4	-1	-3	1
		5.1.1.1	Demonstrate technical skill in art	6					
		5.1.1.2	Create work without help	3					
		5.1.1.3	Demonstrate ability to paint	2					
		5.1.1.4	Use basic design principles	6					
		5.1.1.5	Demonstrate appreciation of art	2					
		5.1.1.6	Win recognition in exhibits or contests	5					
		5.1.1.7	Use everyday materials in creative ways	5					
		5.1.1.8	Make and use visual aids	6					
		5.1.1.9	Help prepare group project	4					
	5.1.2	Business		9					
		5.1.2.1	Know basic business practices	7					
		5.1.2.2	Demonstrate knowledge of ordinary consumer financing	1					
		5.1.2.3	Keep accounts and budgets	1					
	5.1.3	English		313	***	11	17	-10	-18
		5.1.3.1	Reading	94		5	6	-5	-6
			5.1.3.1.1 Be able to read	40		3	2	-2	-3
			5.1.3.1.2 Enjoy reading	3					
			5.1.3.1.3 Read orally	18	*	4	2	-3	-2
			5.1.3.1.4 Read with comprehension	24		0	1	-1	0
			5.1.3.1.5 Use phonics as a reading tool	5					
			5.1.3.1.6 Read for information	4					
		5.1.3.2	Vocabulary	12					
			5.1.3.2.1 Know words and their meanings	10					
			5.1.3.2.2 Pronounce words correctly	2					
		5.1.3.3	Literature	9					

(Table 22 contin.)

CATEGORIES		Total Number Behaviors		Number of Behaviors More (+) or Less (-) Than Expected: Parents	School	Social	Youth
5.1.3.3.1	Demonstrate knowledge of literature	5					
5.1.3.3.2	Judge literary quality	1					
5.1.3.3.3	Analyze literary works	3					
5.1.3.4	Grammar	24		-1	0	1	0
5.1.3.4.1	Use proper English grammar	15		0	-1	1	0
5.1.3.4.2	Recognize parts of speech	4					
5.1.3.4.3	Punctuate correctly	5					
5.1.3.5	Writing	115	***	9	9	-9	-9
5.1.3.5.1	Print and write words	7					
5.1.3.5.2	Use good penmanship	11					
5.1.3.5.3	Write reports	24		2	1	-2	-1
5.1.3.5.4	Write letters	14					
5.1.3.5.5	Put thoughts in written form	18		3	2	3	1
5.1.3.5.6	Perform critical and analytical writing	3					
5.1.3.5.7	Apply learned English skills to unusual writing tasks	10					
5.1.3.5.8	Use correct form for term papers	2					
5.1.3.5.9	Use outlining as an organization technique	3					
5.1.3.5.10	Take notes and record information	4					
5.1.3.5.11	Write creatively	14					
5.1.3.5.12	General: Writing skills	5					
5.1.3.6	General	59		0	-3	4	-1
5.1.3.6.1	Perform well on English tests	2					
5.1.3.6.2	Spell correctly	57		1	-3	5	-3
5.1.4	Foreign Language	18	**	-3	0	-1	5
5.1.4.1	Demonstrate understanding of a foreign language	2					
5.1.4.2	Know structure and vocabulary of foreign language	3					
5.1.4.3	Speak a foreign language	11					
5.1.4.4	Write a foreign language	2					
5.1.5.	Mathematics	107		-9	8	1	0
5.1.5.1	Skills	51		-6	4	0	2
5.1.5.1.1	Pass mathematics achievement or ability test	5					
5.1.5.1.2	Know basic fundamentals of mathematics	46		-5	4	0	0
5.1.5.2	Applications	56		-3	4	1	-3
5.1.5.2.1	Demonstrate mathematics skills necessary in job	23		1	-1	2	-1
5.1.5.2.2	Demonstrate knowledge of mathematics concepts by explaining them to others	4					
5.1.5.2.3	Apply mathematics concepts in various appropriate situations	23		-2	3	1	-1
5.1.5.2.4	Think on abstract mathematical levels	6					

(Table 22 contin.)

					Number of Behaviors More (+) or Less (-) Than Expected			
CATEGORIES			Total Number Behaviors		Parents	School	Social	Youth
5.1.6	Music		38		4	-2	-3	1
5.1.6.1	Vocal Skills		6					
5.1.6.2	Instrumental Skills		10					
5.1.6.3	Composition Skills		1					
5.1.6.4	Directing Skills		2					
5.1.6.5	General Levels of Competence		19		0	1	0	0
5.1.6.5.1	Sing in choir		3					
5.1.6.5.2	Work diligently to further musical skills		2					
5.1.6.5.3	Use good judgment in selecting music for performances		1					
5.1.6.5.4	Perform difficult solos skillfully		4					
5.1.6.5.5	Able to sight read		2					
5.1.6.5.6	Participate in musical program		3					
5.1.6.5.7	Ability to perform musical numbers on instrument		4					
5.1.7	Oral Communication		181	***	-14	11	17	-14
5.1.7.1	Converse with adults intelligently		19		0	0	3	-1
5.1.7.2	Communicate effectively in interview situation		5					
5.1.7.3	Communicate effectively on telephone		4					
5.1.7.4	Use good English in speaking		8					
5.1.7.5	Exhibit poise while speaking		13					
5.1.7.6	Lead class discussion		4					
5.1.7.7	Participate in discussion		13					
5.1.7.8	Preside over meetings		9					
5.1.7.9	Make formal speeches in classroom		17	**	-4	6	0	-1
5.1.7.10	Make formal speeches in public		23		1	-1	5	-3
5.1.7.11	Tell stories effectively		3					
5.1.7.12	Participate in dramatic presentations		7					
5.1.7.13	Participate in formal debates		3					
5.1.7.14	Speak extemporaneously		2					
5.1.7.15	State views/information clearly		27	***	-3	2	1	10
5.1.7.16	Be well informed on topics discussed		9					
5.1.7.17	Use supporting information accurately		4					
5.1.7.18	Organize speech well		9					
5.1.7.19	Demonstrate listening skills		2					
5.1.8	Science		70		0	0	0	1
5.1.8.1	Demonstrate understanding of the field of science		11					
5.1.8.2	Know basic scientific facts and terminology		18		-1	1	0	0
5.1.8.3	Knowledge of self and environment		19		1	0	1	0
5.1.8.3.1	Demonstrate understanding of facts about self & environment		6					
5.1.8.3.2	Know identifying names of environmental objects		7					
5.1.8.3.3	Learn to observe the environment		6					

(Table 22 contin.)

CATEGORIES		Total Number Behaviors		Number of Behaviors More (+) or Less (-) Than Expected: Parents	School	Social	Youth
5.1.8.4	Application of scientific knowledge	22		-1	-1	0	2
5.1.8.4.1	Draw conclusions from scientific data	5					
5.1.8.4.2	Conduct experiments or projects, write reports based on scientific knowledge	8					
5.1.8.4.3	Apply scientific knowledge to other endeavors	7					
5.1.8.4.4	Construct scientific instruments	2					
5.1.9	Social Sciences	77		4	-2	-5	3
5.1.9.1	Geography	17		1	1	1	-2
5.1.9.1.1	Demonstrate understanding in area of Physical Geography	14					
5.1.9.1.2	Demonstrate understanding in area of Cultural Geography	3					
5.1.9.2	Government and Political Philosophies	15		0	0	-1	2
5.1.9.2.1	Demonstrate understanding of basic facts about democracy and its institutions	7					
5.1.9.2.2	Show concern for American traditions	2					
5.1.9.2.3	Demonstrate understanding of basic facts about the American political system and philosophies	3					
5.1.9.2.4	Demonstrate understanding of basic facts about other forms of government and their political philosophies	3					
5.1.9.3	Current events and application of knowledge to world affairs	33		2	-3	-1	2
5.1.9.3.1	Demonstrate understanding of geography as it relates to world	2					
5.1.9.3.2	Be informed on world events	27	*	4	-2	-4	3
5.1.9.3.3	Demonstrate understanding of current political organizations and philosophies	4					
5.1.9.4	History	12					
5.1.9.4.1	Demonstrate knowledge of historical facts	10					
5.1.9.4.2	Demonstrate understanding of causes of historical events	2					
5.1.10	General: Academic knowledge	11					
5.1.10.1	Pass comprehensive tests	5					
5.1.10.2	Do well in school	6					
5.2	Analyzing and Reasoning Processes	31		-4	3	4	-2
5.2.1	Demonstrate use of logic in thinking, analyzing and reasoning	13					
5.2.2	Change behavior after analyzing, evaluating and concluding	2					
5.2.3	Analyze and reason to conclusion	11					
5.2.4	Solve simple problem situations	5					
5.3	Applied Skills and Knowledge	200	***	9	-32	19	5
5.3.1	Demonstrate mechanical ingenuity or reasoning ability	13					
5.3.2	Demonstrate general mechanical ability or knowledge	12					

(Table 22 contin.)

CATEGORIES		Total Number Behaviors		Number of Behaviors More (+) or Less (-) Than Expected			
				Parents	School	Social	Youth
5.3.3	Demonstrate specific skills or knowledge in:	130	***	5	-20	9	6
5.3.3.1	General domestic	10					
5.3.3.2	Knitting	1					
5.3.3.3	Cooking	16	*	4	-3	1	-2
5.3.3.4	Sewing	8					
5.3.3.5	Automotive	22		0	-1	-1	3
5.3.3.6	Electronics/Electrical	14					
5.3.3.7	Automobile driving	10					
5.3.3.8	Woodworking and Carpentry	7					
5.3.3.9	Camping	4					
5.3.3.10	Gardening	2					
5.3.3.11	House painting	2					
5.3.3.12	Metal/Machine work	4					
5.3.3.13	Typing and Shorthand	7					
5.3.3.14	Model Building	12					
5.3.3.15	General: Demonstrate specific skills or knowledge	11					
5.3.4	Demonstrate job skills in:	45	**	0	-8	8	1
5.3.4.1	Secretarial/Office	9					
5.3.4.2	Retail sales/Shopkeeping	17	***	0	-3	8	-3
5.3.4.3	Bookkeeping/Record keeping	5					
5.3.4.4	Drafting	2					
5.3.4.5	Business practice	6					
5.3.4.6	General: Demonstrate job skills	6					
5.4	Physical Development	57	***	-5	7	-12	10
5.4.1	Demonstrate basic sports skills	26	**	-4	3	-4	5
5.4.2	Demonstrate coordination in:	13					
5.4.2.1	Body mechanics	7					
5.4.2.2	Manipulation of objects	6					
5.4.3	Demonstrate good physical condition	5					
5.4.4	Perform outstanding physical feats	8					
5.4.5	Improve sports abilities	5					
5.5	Leisure Time Activities	13					
5.5.1	Demonstrate skills in outdoor activities	8					
5.5.2	Demonstrate constructive hobbies	5					
5.6	Express Desirable Values and Attitudes	76	**	-3	2	-9	9
5.6.1	Morality/Sex	8					
5.6.2	Narcotics/Alcohol	7					
5.6.3	Education	6					

(Table 22 contin.)

CATEGORIES		Total Number Behaviors	Number of Behaviors More (+) or Less (-) Than Expected: Parents	School	Social	Youth
5.6.4	Political	8	0	4	-1	-1
5.6.5	Citizenship/Civil Rights	17				
5.6.6	Adult/School Authority	9				
5.6.7	Cultural understanding	6				
5.6.8	Theological/Philosophical	6				
5.6.9	Social codes and customs	4				
5.6.10	Personal goals	3				
5.6.11	Social relationships	2				

Inspection of Table 22 shows that of 368 categories, subarea and area combinations of categories, 151 were sufficiently large (N larger than 14) to test for community differences in salience (frequency of behaviors reported) by the chi-square test. For those categories on which chi-square was computed, differences from expected frequencies are shown in the four right-hand columns of Table 22. Where no difference occurs, a zero is shown. Of these 151 categories, differences among the subcommunities at the .10 level of significance or better occurred in 69 categories. Community differences within each of the five major areas are apparent by inspection of Table 22 and are discussed in the following paragraphs.

1.0 Cooperating/Respecting. Of the 54 categories or subareas in Cooperating/Respecting, 36 had sufficient numbers of behaviors to test statistically. No significant differences were found in 15 of these. Significant differences were found in 21, or about 75 percent. Parent and Social communities showed more concern about Cooperating/Respecting behaviors than did School and Youth. There were no significant differences among the communities with regard to Participating in Permissive Activities, and Respecting the Physical Person of Others. However, in the other seven subareas of Cooperating/Respecting, the communities differed significantly. For the Parent and Social communities the more salient concerns were Accepting Responsibility, Complying With Codes and Customs, and Being Courteous and Mannerly. The School community showed more concern than Social and Youth communities about Being Honest and Truthful and Obeying Rules, while School and Social communities showed more concern with Complying With Directions/Suggestions/Requests. Parents and Social communities tended to agree in salience of concerns (66 percent of the time) while School and Youth tended to agree in salience of concerns (61 percent of the time).

2.0 Instructing/Influencing. On all five subareas and on the area as a whole, numbers of behaviors were sufficiently large to be tested statistically. However, it was only in the total area of Instructing/Influencing that differences among the communities were significant. Inspection of Table 22 shows that School and Social communities showed more concern with Instructing/Influencing behaviors than would have been expected, and Youth showed less concern.

3.0 Aiding/Protecting/Empathizing. The four communities differed in salience of concern regarding behaviors in the Aiding/Protecting/Empathizing area, although this difference is not as great as in some of the other areas. Of the 24 categories which had large enough N's to test differences, 14 revealed significant differences among the communities. The remaining 10 show essential agreement among the communities. Inspection of the seven subareas reveals the four communities to show approximately equal concern for Being Concerned and Understanding, for Intervening, Assisting, Supporting, for Interceding and Securing Assistance, and for Giving and Sharing With Others. They differ in salience of concerns significantly in the subareas of Providing Care, Providing Comfort and Encouragement, and Behaving Carefully. The School community mentioned Providing Care less often than would be expected. The School and Youth communities mentioned Providing Comfort and Encouragement more often than the other communities. Parents showed more concern about Behaving Carefully. Of the 14 categories and subareas where differences were found among the communities, Parents and Youth reported behaviors more frequently. The Social community reported behaviors less often than expected in about 71 percent of the 14 categories. Parents tend to agree with the Social community in salience of concerns more than with any other. The School tends to agree much more frequently with Youth than with other subcommunities.

4.0 Managing/Directing Self. Of the 71 categories and subareas in the area of Managing/Directing Self, 36 were sufficiently large to compute differences in salience of concerns among communities. The four communities were significantly different 17 times. Generally School and Youth showed more concern with Managing/Directing behaviors than did Parent and Social communities. The School mentioned Obtaining Information more often than other communities. Youth showed far more concern than the others with Evaluation and Decision Making behaviors, but oddly showed less concern than other groups with the closely related subarea of Planning/Organizing/Initiating. Directing Oneself in Positive Personal Development was more salient for Youth than for the other communities.

5.0 Employing Skills, Knowledge, Attitudes. This area contains the largest number of categories and combinations of categories (183). There are no

number of categories and combinations of categories (183). There are no

significant differences among the communities with regard to salience for the total area. Of the six subareas, one, Leisure Time Activities, is not sufficiently large for testing differences. Two subareas, Academic Skills and Knowledge and Analyzing and Reasoning Processes, receive about equal emphasis from the four communities. In three subareas the communities differ significantly in salience of concerns. Parents, Social and Youth communities showed more concern, while the School showed less concern, about Applied Skills and Knowledge. School and Youth showed more concern than Parent and Social communities with behaviors in Physical Development. Youth mention examples of Express Desirable Values and Attitudes more often than does the Social community. Of the 49 categories and subareas, sufficiently large for testing differences, the communities differed significantly in 16. Parent and Social communities, as in other areas, agree with each other more frequently than with other groups. The School, as in other areas, agrees with Youth more frequently than with other communities, but in this area the Social community agrees with Youth as frequently as it agrees with Parents.

Summary

The frequency of behaviors in each of the 368 categories, subareas and areas was determined for each of the four communities (Parents, Social, School and Youth) and the communities were compared on salience of each concern (number of behaviors reported). Of the 368, 151 categories had a sufficiently large number of behaviors to test with the chi-square test of significance. Differences which were significant at the .10 level or better were found in 69 of the categories, subcategories and areas. The remaining 82 were found to be emphasized about equally by all four of the communities. The Parent and Social communities tended to emphasize the same concerns, while the more salient concerns of the School and Youth communities were often similar.

Results of the Community Panel Meetings

A total of 35 community members, who had contributed critical incident data earlier, met to review and discuss the progress of the project, and to rate the behavior categories for clarity, importance, and school responsibility. Panel members were asked to rate each of the 146 categories and subareas which had 15 or more behaviors for its importance as a personal attribute and as to whether the development of this attribute was primarily the responsibility of the school or not. In addition, panel members were asked to indicate if they felt the title of the category was not clear. Seventy-eight of the categories were judged "Not Clear" by one or more of the panel members. Thirty-five of the categories were judged "Not Clear" by two or more of the panel members. In Appendix F each of the categories and subareas rated is listed, followed by the mean importance rating, the number of panel members who thought it primarily a school responsibility, and the number who thought the title of the category was not clear.

Ratings of importance. "Importance As a Personal Attribute" was rated on a five-point scale, 1 indicating least important and 5 most important. In order to determine whether the categories or subareas differed significantly in rated importance, an analysis of variance was performed on the rating data for 45 non-overlapping subareas (those preceded by an asterisk in Appendix F). A summary of the analysis is presented in Appendix G. These 45 subareas covered all five general areas completely in the sense that every specific category fell under one of the 45. The differences among subareas in rated importance were highly significant, as were the differences among the five general areas. The mean ratings for the five general areas are listed below, the larger means indicating greater importance:

1.0	Cooperating/Respecting	4.2
2.0	Instructing/Influencing	3.2
3.0	Aiding/Protecting/Empathizing	3.8
4.0	Managing/Directing Self	4.0
5.0	Employing Skills, Knowledge, Attitudes	3.9

Although the panel members did vary in their ratings of the importance of each category, the analysis indicates there was substantial agreement among panel members as to the differences among categories in relative importance. The five subareas rated most important were, in order (mean rating shown in parentheses):

5.1.3.1	Reading (4.9)
1.6	Be Honest/Truthful (4.8)
4.4.3	Take Responsibility for Own Misdeeds (4.7)
5.2	Analyzing and Reasoning Processes (4.7)
4.2	Evaluation/Decision Making (4.5)

It is interesting to note that in Category 5.0, the basic skills of reading, speaking, reasoning, and mathematics were rated higher generally than achievements in the arts and humanities (Appendix F).

Institution primarily responsible for development of the attributes. Fifty-three of the 146 categories received an indication from more than 50 percent of the panel members that the school was primarily responsible for the development of that attribute (Appendix F). Eight categories were rated by all panel members as being primarily the school's responsibility. These categories are:

5.1	Academic Skills and Knowledge
5.1.3.1.4	Read with comprehension
5.1.3.5.5	Put thoughts in written form
5.1.3.5.12	General
5.1.3.6.2	Spell correctly
5.1.5	Mathematics
5.1.5.1.2	Know basic fundamentals of mathematics
5.1.9.1	Geography

Reaction to categories. Participants were asked to read through the list of all categories to suggest changes in wording of category titles and to identify areas not covered in the list of categories. The following table indicates the number and type of comments made by the panel members. (See Appendix H for a full list of comments.)

Table 23

Suggested Revisions of Categories by Community Panel

Change in wording of existing category	17
Change in wording and meaning of existing category	5
Add new category	19
Overlap exists between two or more categories	1
Category should be separated into two categories	4
Question meaning of category	13
Delete category because subject is covered adequately in another category (other categories)	2
Comments made regarding possible negative effects of behavior referred in category	2
Disagreement regarding importance of category	1
TOTAL	64

Discussion of project. Panel members were encouraged to comment on any aspect of the project. A list of topics which emerged is shown in Appendix I. Each group was asked if they felt this project was an appropriate use of tax money. The reaction was positive. Panel members seemed satisfied with project progress and product and some were openly enthusiastic about future possibilities.

Relation of Community Behavior Profiles to Panel Ratings

A main purpose of the panel meetings was to estimate how well behavior categories derived from the critical incident data represent the actual concerns of the community about the achievements of their youth. Panel members were asked what important categories seemed to be missing. Nineteen suggestions for new categories were offered (Appendix H). It appeared that all these 19 could be considered synonymous with, or contained in, one of the existing categories or subareas. In other words, no new categories were suggested which fell outside the existing framework of categories (Table 22). In some instances a new specific category was suggested within an existing subarea. For example, within Category 1.1 Obey Rules, a suggestion was "Obey rules of church".

Aside from the question of whether any important categories are missing, another important question is: Are the more salient categories rated as more important by the panels? The answer is "No". The correlation between rated importance and number of behavioral incidents reported by the whole community sample was only +.16.

The number of panel members who thought a subarea was primarily the school's responsibility did not correlate with rated importance of the subarea (r = -.09), and was slightly negatively correlated (r = -.24) with the number of behavioral incidents in the subarea. The correlations between rated importance (also rated school responsibility) and number of behavioral incidents reported by each community is shown in Table 24.

Table 24

Relationship of Rated Importance and Rated School Responsibility to Number of Behaviors in Category

	Parents	School	Social	Youth	Total
Rated Importance	.07	.27	.12	.13	.16
School Responsibility	-.24	-.19	-.21	-.24	-.24

Summary. Three panels totaling 34 persons chosen randomly from the original community sample met to review progress of the project and rate the behavior categories. Reaction to the project as a whole was favorable. Categories differed significantly in rated importance and this rating had very little relation to the category's salience (number of behaviors reported). Nor did rated importance correlate with extent to which panels viewed the category as primarily a school responsibility. A few categories were apparently not worded clearly, but the majority were understood and the complete taxonomy accommodated all of the educational outcomes which the panels thought important.

Chapter IV

DISCUSSION AND RECOMMENDATIONS

The long-term purpose of this project is to develop a communication model whereby the education of youth will benefit from more effective interaction between the schools and the citizens of the community. The first year of effort, just completed, was an experimental attempt to establish a specific behavioral description of the community's desired attributes for its youth and to obtain preliminary checks on potential future uses of the data. At the same time it permitted an evaluation of the critical incident approach as a way of establishing this empirical base, an evaluation intended to guide and refine future assessments of community educational concerns.

The main achievement of the year was the collection and classification of several thousand specific examples of behaviors which members of the community desire their youth to achieve or avoid. The several other sub-studies completed all began with this basic body of behavioral data and sought to evaluate in a preliminary way its meaning, its accuracy as a description of the whole community's concerns, and its expected usefulness in further developments of a school-community communication system.

The value of the behavioral data base and the implications of the findings of the various studies for future use of this behavior data base can be examined more sharply if we consider each of the anticipated uses of the behavioral data. The long-range plan for development of a communication model is outlined in Figure 1 of Chapter 1. The most immediate uses of the behavioral data base, as shown in that flow chart are:

1. Develop language and referent data for better communication.
2. Develop instructional objectives and set priorities among them.
3. Identify differences among segments of community.
4. Develop measures of achievement of objectives.

Each of these anticipated uses will be discussed in turn.

Language and Referent Data for Better Communication

Judging by the general reactions of the community panels the stated behaviors and the categories into which they were classified are quite meaningful and comprehensible. A handful of the categories were not clear as presently stated. In these few instances, either the categories should be restated or the behaviors within them reclassified before further use is made of those categories.

Given that the language is meaningful there are other critical requirements for effective communication based on the behaviors and categories or some product or system developed from them:

Coverage of community concerns. First, the matters that teachers, parents, youth and others most want to communicate about must be included among the behaviors and categories established, for the most part. Since nearly all of the nineteen suggestions for new categories made by panel members were already included in the complete list of categories (which many panel members did not have a chance to examine in its entirety), one would expect very few discussions about student performance to include matters outside the taxonomy so far established.

Category framework as an index. The number of behaviors recorded is too large to use as a convenient reference unless the framework of categories into which they are classified represents an efficient indexing system. Good indexing might be needed by a teacher, for example, who wishes to illustrate his course objectives to an outsider by giving specific examples of things students who achieve these objectives might be able to do, as compared to students who have not achieved the course objectives. Or, good indexing might be needed by an administrator who, upon hearing a complaint from a parent about a specific event, uses the indexing to locate similar events in the outline of objectives of the school so that he may point out ways in which the school curriculum is designed to correct these deficiencies. As a third example a student might want to know what he can expect to be able to do as a result of a certain course, or perhaps why the course exists, and if the course objectives are well referenced to behavioral categories the teacher could refer to a category for examples of kinds of behavioral outcomes that might result from the course.

The quality of the category system as an index is reflected in part by the results of the sorting reliability studies. Reliability of indexing was just fair at the most specific category level (a little over half re-sorted into the same categories). As the sorting task is shifted toward the more general levels of classification, the indexing becomes progressively more reliable, until over 80% are re-sorted correctly at the level of five general areas. Thus the category framework is workable as an index but could stand some improvement. This is to be expected in the initital phase of categorizing such a complex domain as the total education of youth.

Interim nature of present data. It is important to keep in mind that the most effective use of the behaviors and categories in interpersonal communication about education is expected to occur, not in their present form at all, but rather in the form of some product based upon the present data. For example, instructional objectives derived from these behavioral categories may provide a more practical set of common referents for discussing students. Or perhaps the best communication aid will be specific standards and measures of student performance based upon instructional objectives. Since communication serves many purposes and functions, it is probably best not to seek one particular form or product to serve all purposes. Probably the best way to improve the use of the above products for better communication is through successive applications and revisions.

Instructional Objectives

Two key questions concerning the use of the behaviors and categories as a source of instructional objectives are:

1. Can these behavioral statements be translated into instructional objectives which are practical for use in the classroom?
2. How should the behavioral data affect the school's decisions as to priorities among objectives?

Separate discussions of these two issues follow.

Translation from categories to objectives. A clearly stated instructional objective usually specifies what a student should be able to do after instruction that he could not do before. Since each of the 300+ behavior categories is stated as a capability for action, many of the categories can serve as instructional objectives as they now stand. These objectives are stated at a fairly general level, however, and for measurement purposes it would be necessary to spell them out in more detail. Specific objectives are the starting point both for designing instruction to achieve those objectives and for devising measures of how successful the instruction is. For both these purposes it is helpful to specify the conditions under which the objective is expected to be achieved. For example, take Category 4.1.2, "Seek information from many sources," as an objective. An important condition to spell out is whether the student is expected to identify the information sources himself or whether these would be pointed out to him. Within subareas such as 5.3 (Applied skills and knowledge) and 5.6 (Express desirable values and attitudes) the categories are stated at such a general level that the process of spelling out the objectives and their conditions explicitly would be a very lengthy one.

Many of the categories of behavior, such as "Assist in family finances", and "Obey rules of employer", are achieved or manifested outside the school for the most part. In these cases a much more elaborate process of translation is required to obtain instructional objectives. One way of doing this is to write a rationale which spells out a) what internal states make it probable that a person will do the desired thing, b) what conditions and experiences create the prerequisite internal states, and c) what achievements in the classroom would be good indicators that those internal states were established. In general, both spelling out such objectives and measuring them are a good deal more expensive than spelling out and measuring academic objectives. This is one of the reasons that schools with their limited budgets have usually had to deal with such non-academic objectives informally and subjectively or not at all. However, these personal and social behaviors, often equally critical outside and inside school, are among the community's deepest concerns for its youth. For example, although the community panels rated "reading" as the most important of the 45 subareas compared statistically, the second and third most important ratings were given to "be honest/truthful" and "take responsibility for own misdeeds." If schools are to help the community deal with these hard-to-handle objectives, a great deal more must be invested in spelling out the objectives in detail and in devising ways to achieve them and to measure the achievement.

Priority among objectives. As our increasingly complex world makes steadily greater demands on education, the schools must exercise greater care in selecting the student objectives which their programs will be designed to meet. School curriculum in the United States is still determined mainly by tradition rather than by a current appraisal of the community's objectives. This project seeks to systematically assess community concerns and incorporate them into school programs at the level of specific student performance. This does not of course mean that community concerns will be the only source of instructional objectives for the school district. Other important sources of objectives include the school faculty and administration, the students, mandated state requirements, and demands of consumers of the educational product who lie outside the community. Just how the school district can orchestrate these various inputs most effectively in making educational decisions is a matter which deserves considerable attention in future work on the project.

Ratings of the behavior categories by community panels were sought mainly to provide information bearing on priorities among educational objectives. But certain cautions about the panel data are in order. First, it is based on the reactions of only 34 community members, compared to over 1,000 participating in the critical incident interviews. Second, panels were not exactly representative of the community as a whole nor of the major subcommunities within it. Third, panel members were reacting to category labels, not to the total set of specific behaviors which made up each category; thus choice of wording may have influenced ratings substantially. Nevertheless, the best predictors available of how the community as a whole would rate the behavior categories as to relative importance and degree of school responsibility are the data provided by the panels. The fact that the total category taxonomy covered nearly all of their expressed concerns suggests that the categories do represent these community members' major concerns for youth.

However, a key question is whether the number of behaviors reported in a category in critical incident interviews should be used as one basis for setting priorities among school objectives. The number of behaviors reported in a category, or salience of the category, indicates the extent to which this type of behavior is on many people's minds. The most sensible basis for using salience to help determine priorities is the assumption that salience implies importance. But we have seen that the correlation between salience and the panel ratings of importance is only +.16, which indicates practically no relationship between salience and importance. Another line of reasoning goes that salience perhaps indicates the actual frequency of this type of behavior in the community and that actual frequency might serve as a basis for setting priorities. However both links in this chain of reasoning are weak. Salient behaviors are those which are vivid or for some reason stand out in a person's recall. Behaviors which are very frequent may often be taken for granted and not be reported at all for this very reason. Likewise the relationship between actual frequency and priority is questionable, since very trivial events may often occur more frequently than important ones. In sum the evidence to date does not support the use of salience as a basis for setting educational priorities. Apparently the fact that a type of behavior is mentioned at all is more critical than how many times it is mentioned.

Although salience of category has a questionable relation to priority, it does seem that salience of the behavior to the community should have a bearing on school-community communication. One useful function might be to guide the schools in disseminating public information. If a certain category of behavior is a salient public concern, schools may wish to explain publicly why it is or is not a high priority school objective so that citizens will not feel the school is ignoring the community's feelings. The finding that salience does not imply importance may be used to advantage to justify restraint by the schools in reacting to public outcries. For example, a school board could require that other evidence of the priority of a concern be found before changing a school policy on the basis of public outcry.

The extent to which the community sees a behavior category as being primarily the school's responsibility should affect the school's priorities, but the relation is not as simple as it seems at first. A category which is not seen as being primarily a school responsibility may be seen as a joint responsibility of school, home and church, for example, and may be just as important to the community as those things which are primarily the school's responsibility. The fact that rated school responsibility did not correlate at all with rated importance to panel members makes this interpretation especially deserving of attention. Some panel members commented that society's other institutions were more in need of change than its schools. This is consistent with our finding that most behavioral incidents are drawn from areas not primarily considered to be the school's responsibility traditionally.

Differences Among Subcommunities

One of the purposes of the first year of the project was to identify similarities and differences between subcommunities such as parents, youth and teachers regarding what kinds of behavior are of concern to them. Two kinds of differences were expected: differences in emphasis among categories, or relative salience; and mismatches between subcommunities in the valuing of behavioral outcomes, that is, kinds of behavior which one subcommunity might desire and another subcommunity seeks to avoid. Although numerous differences among subcommunities in relative salience of the categories were found, it is noteworthy that no mismatches were identified. This may in part be a result of the method of classifying the behavioral incidents. For one thing the value underlying the interviewee's expressed attitude toward a particular event was used as part of the basis for classifying behaviors into categories. And whereas two respondents might have opposite feelings about the desirability of a particular behavior, examination of the reasons they gave for their feelings revealed not conflicting values but entirely different types of values underlying their judgments. Take for example an incident in which a student circulates a petition protesting some school rule. One person may approve of this because it represents defending an independent judgment in public. Another person may be against it because it interferes with an orderly process of education. Probably neither person is against defending one's views in public and neither is against an orderly process of education. But each interprets the same incident in terms of a different value. Even at the level of a specific incident mismatches such as this were uncommon. It is apparent then that at the level of a behavior category or an instructional objective one is unlikely to find disagreements among substantial segments of the community in direction of value, i.e., whether they are for it or against it.

Substantial differences among subcommunities in the relative salience of categories (number of behaviors in each) were found, but as discussed earlier there is considerable risk in infering that salience implies either importance or priority for school action. Future studies may revise this view, especially in view of the tentative nature of the panel results. Panel ratings of importance may have hinged too greatly on the wording of the category titles. If so, further investigation may reveal a more substantial relation between the salience of concern for a certain type of behavior and the conviction that the school should do something about it.

Two more cautions are in order regarding subcommunity differences in salience of concerns. First, a somewhat different critical incident form was used with the "Graduate" sample and this may have contributed to differences. Second, the study of a sample of non-respondents indicated that the main body of data is not exactly representative of the community with regard to salience of concerns, whereas it probably is representative and adequate with regard to the comprehensiveness of the taxonomy of behavioral concerns.

Differences among subcommunities in relative number of desirable and undesirable behaviors reported within a category are shown in Appendix J. It should be kept in mind that the critical incident form asked each respondent for two desirable and two undesirable examples, so that the overall ratio of desirable to undesirable behaviors was set mainly by this built-in procedure. Differences among communities can be expected only in how the ratio of desirable to undesirable examples changes from one area of behavior to another. It might seem at first glance that if one group gave more examples of desired behavior in a certain category and another group gave more examples of undesired behavior that a difference between the groups in their values was revealed. This is not the case, however. Both desired and undesired behaviors reflect a concern in the same direction. That is, both groups would like to see more of the desired behavior and less of the undesired. Such a difference would indicate only that one group was more conscious of successes and the other more conscious of failures in this particular behavioral area. This does not necessarily indicate that the former group perceives more successes in their environment nor that they believe successes prevail over failures. It means only that in this area the group has a tendency to recall and report successes rather than failures.

The finding that Managing and Directing Self was an area of more concern to youth than to the adult community suggests that youth seek more independence and responsibility than adults expect them to have. Research on self-directed learning (Campbell, 1964, 1967) suggests that students are in fact able to manage their own education to a much greater extent than is typically allowed.

The greater emphasis of Parents and the Social Community on Cooperation and Respect from Youth may reflect the universal conflict which results when adults try to socialize rebellious youth.

Clearly differences among subcommunities in what concerns for youth are most often on their minds have been identified. Recommendations as to how these differences should affect school decisions will have to await further studies on the relationship of salience of concern to other judgments more immediately related to decision making.

Student Performance Measures

One of the merits of the critical incident approach for purposes of this project is that it provides a large bank of specific behaviors which provide the raw material for criterion measures of whether an objective is being achieved or not. Typically the behavior reported in a particular incident does not provide a practical classroom measure as it stands. Rather it serves as a stimulus for the construction of a measure of similar behavior. Perhaps the most laborious task in designing a curriculum oriented toward achieveing particular objectives is the construction of measures of achievement of those objectives. It is important for future planning to anticipate whether data provided by the critical incident technique will facilitate this task. The few pilot studies of assessment conducted so far by teachers suggest that it will and that teacher observation is often feasible as a form of measurement where more objective tests are unavailable. However, the great bulk of development work for assessment purposes is yet to be done.

Summary of Accomplishments of First Year

Through collection of critical incidents about youth from samples of various segments of the community served by the Newport Mesa Unified School District, several thousand specific examples of valued behavior were obtained. The behavioral incidents were classified into a taxonomy of categories which panels of citizens have found to be meaningful and adequately comprehensive.

The behavioral incidents and the taxonomy relating them are products which have the following anticipated uses:

1. A description of the community's concerns for youth and of differences among subcommunities in these concerns.
2. Raw material for the construction of instructional objectives which could focus and guide curriculum development.
3. A possible basis for setting priorities among educational objectives.
4. Raw material for the construction of measures of student performance in these areas of achievement.
5. A draft set of terms from which to develop a language enabling better communication between segments of the community about student performance.

Several preliminary studies of characteristics of the behavioral incidents and taxonomy were completed during the year. The main conclusion from these studies was: Of the five anticipated uses listed above, only the third (setting priorities) appears to have been placed in serious doubt by the results. The body of data and descriptive framework appear to represent important first steps in the achievement of the other four uses.

Recommendations

The uses of the existing taxonomy of behaviors which are most fundamental to all subsequent steps are the development of instructional objectives and performance measures. We recommend that the next stage of effort be directed mainly toward development of objectives and performance measures. As a temporary buffer against the problem of priorities among objectives it might be wise to concentrate effort upon those behavioral categories which were rated by the community panels as being both high in importance and primarily a school responsibility.

The question of priorities among objectives leads directly into examination of the decision processes of the school system. We recommend that alternative models be developed by which school decision makers might make most effective use of communication inputs from various community segments. The relation of salience of a community concern and priority of objectives especially deserves further study.

The success of any school community communication system will be made more likely by early specification of the key criteria of success. Some suggested criteria are listed below.

a. Objectives and priorities of the educational system are documented more explicitly.
b. The percentage of each community that agrees with the stated objectives of the school system increases.
c. The number of spontaneous complaints from citizens which cannot be answered satisfactorily by school personnel decreases.
d. The number of kudos, such as scholarships, achievement or citizenship awards, student-initiated community improvement projects, etc. increases.
e. Citizens sampled from the community can describe more accurately what their schools are doing.
f. Community involvement in education, as indicated by attendance of PTA, board meetings, support of school improvement, etc. increases.

Perhaps the most important criterion is a systematic evaluation by the community of the product of the educational system itself. In the long run the critical question is "Do changes in curriculum based on community inputs yield congruent changes in community evaluations of the educational system?"

It may well be that the best way to assess a community's concerns initially is not the most efficient way to reassess their concerns periodically. The critical incident approach used thus far has the advantage that the contents of community concerns originate entirely from the community. Considering the expense of this technique, however, it is worth investigating the use of structured questionnaires for the purpose of updating school objectives. Structured questionnaires may also help in evaluating community reactions to the specific instructional objectives and performance measures derived from the first assessment of community concerns.

Every stage in the long-range plan for a communication model shown in Figure 1 of Chapter 1 requires a good deal of pioneering. The techniques necessary to accomplish them are not well established and therefore the job cannot be done by careful execution alone. This being the case, it can be anticipated that unforeseen problems and opportunities for solving them will arise. The sooner these can be discovered the better can the total communication system be developed without wasted effort. We therefore recommend that preliminary studies be started on how to achieve these later stages, such as integration of teacher-developed and community-originated objectives, and the maintenance of a continuous communication system between the school and the community.

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APPENDICES

A. Graduate Activities -- Consumer Strata

B. Critical Incident Interview Form

C. Graduate Questionnaire Form

D. Orientation to the Critical Incident Group Interview

E. Non-respondent Sample Category Distribution

F. Community Panel Ratings of Categories

G. Summary of Analysis of Variance of Panel Importance Ratings

H. Community Panel Reactions to Category Statements

I. Discussion Statements -- Community Panel Meetings

J. Breakdown of Collected Behaviors by Subcommunity and Major Categories

APPENDIX A

GRADUATE ACTIVITIES - CONSUMER STRATA

SCHOOL (66)

Jr. College	48
State College	4
University	8
Trade - Technical	
Private College/Univ.	5
School of Nursing	1

EMPLOYMENT (24.9)

Hospital - food services	3
Baby sitting	1
Waitress	3.5
Telephone Operator	1
Soft goods sales	3
Secretary - retail	1
Parking cars	.3
Bait Packing	.3
Metal Works	1.8
Warehouse - stock	1
Retail Services	2
Market	1

UNAVAILABLE (56)

ARMED FORCES (1)

Navy	1

MARRIED - NO OTHER (1.5)

Married - no other	1
Married	.5

OTHER (2)

Stayed home	1
Travel	1

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APPENDIX B

Critical Incident Form

(for use with all community respondents except Graduates)

rried ( ) Yes ( ) No

mber of children ____________________ Ages of children ____________________

mber of years residence in community ____________________

ur age group: 10-19____ 20-29____ 30-39____ 40-49____ 50-59____ 60-69____ 70+____

earest elementary school to your home:

( ) Adams School

( ) Balearic School

( ) Bay View School

( ) Bear Street School

( ) California School

( ) Canyon School

( ) College Park School

( ) Corona del Mar School

( ) Harbor View School

( ) Harper School

( ) Killybrooke School

( ) Lindbergh School

( ) Mariners School

( ) Mesa Verde School

( ) Monte Vista School

( ) Newport School

( ) Newport Heights

( ) Paularino School

( ) Pomona School

( ) Presidio School

( ) Sonora School

( ) Victoria School

( ) Whittier School

( ) Wilson School

( ) Woodland School

( ) Other ____________________

The following need be answered only if you so wish:

Education ____________________ Occupation ____________________ Self-employed
Highest grade completed Job Title ( )Yes ( )No

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EFFECTIVE PERSONAL OR SOCIAL DEVELOPMENT

Think of a recent time you saw a young person do or say something which you think was a particularly good example of the personal or social development young people of this age should show.

Was the person a boy or a girl? ( ) Boy Approximate Age_______ Grade_______
( ) Girl

How long ago did this happen?____

Where or under what conditions did it happen?________________________________

Exactly what happened?____

Why is this desirable?____

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INEFFECTIVE PERSONAL OR SOCIAL DEVELOPMENT

Think of a recent time you saw a young person do or say something which fell short of your standards of personal and social development for young people of this age.

Was the person a boy or a girl? ( ) Boy   Approximate Age________ Grade________
( ) Girl

How long ago did this happen?________________________________

Where or under what conditions did it happen?__________________________

Exactly what happened?____________________________________

Why is this undesirable?___________________________________

INEFFECTIVE SKILL OR KNOWLEDGE

Think of a recent time you saw a young person do or say something which fell short of your standards of skill or knowledge for young people of this age.

Was the person a boy or a girl? ( ) Boy ( ) Girl Approximate Age__________ Grade__________

How long ago did this happen?______________________________

Where or under what conditions did it happen?______________________________

Exactly what happened?______________________________

Why is this undesirable?______________________________

ITP
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EFFECTIVE SKILL OR KNOWLEDGE

Think of a recent time you saw a young person do or say something which you think was a particularly good example of the skill or knowledge young people of this age should have.

Was the person a boy or a girl? ( ) Boy
( ) Girl
Approximate Age__________ Grade__________

How long ago did this happen?______________________________

Where or under what conditions did it happen?______________________________

____

____

____

Exactly what happened?______________________________

____

____

____

____

____

____

____

Why is this desirable?______________________________

____

____

____

You have answered the preceding questions in a rather detailed manner. This might not have given you an opportunity to express other observations about Skills, Knowledges or Personal and Social Development of youngsters in this community. You now have the opportunity to express your observations in your own way.

Why do you feel this way?

What would you like to see happen with regard to this situation?

APPENDIX C

Graduate Questionnaire Form

Identification Data

Name____

Year graduated_________________________________

NOTE: Identification data to be used only to see who has forgotten to return their form. All replies are treated as confidential.

Describe briefly what you have done since leaving high school.

In what ways did high school best prepare you for what you have been doing?

In what ways did high school least prepare you for what you have been doing?

Describe a specific situation since high school that made you particularly thankful for something you learned before leaving school.

What happened? ____

What was it you had learned? ____

In regard to this or similar situations, what school experiences do you now consider to have been of most value to you? ____

Describe a specific situation since high school that made you aware of something you had not learned before leaving school.

What happened?

What was it you had not learned?

What, if anything, could we be doing in the schools to help in situations of this sort?

Instructions for Group Administration and of Critical Incident Form

(Pass attendance form.) Good Evening. I'm________________(Give name.)

We are here to make a study of community expectations for its schools. Actually, this study has two parts (1) What do members of this community believe youngsters should become as they develop into responsible adults and (2) How can a community clearly establish and communicate its expectations for its young people. This latter part, if successful, is meant to serve as a model which can be used anywhere in the nation. You have been selected randomly from a list of_______________and we appreciate your coming here tonight to help.

American Institutes for Research has been engaged to gather information on these community expectations. What are expectations? They are those things we hope to see accomplished. In this case they are those things we hope to see our young people become.

Now these have been stated, many times. In fact most would agree we all know what these expectations are---and I believe we would if stated in general terms. But to be used in making educational decisions about what and how to teach, we need specific examples of the sorts of things that youngsters do or say which are the kinds of things you should expect.

Suppose I should say, "I expect a person to drive his car safely". Now, how will I know if another person is successful or unsuccessful as a safe driver? What specifically amounts to safe driving? When you think about it there are many specific acts and conditions that we could use to judge if a person is a safe driver, and there are many people, with different relationships to the driver, who will experience his driving and make qualified judgments about his success or failure.

This describes our needs for this study, for if we are to evaluate the accomplishments of our young people in order to give direction to our own efforts we must know the specific behaviors, knowledges and skills which you as members of the community feel are important.

You are_____________(parents, teachers, etc.). We will also be using the judgments of parents, employers, business people, members of social and civic organizations, graduates of our schools as they reflect on their experiences, Armed Services personnel, teachers, neighbors, friends, adults generally, and students themselves. More than 2,000 representative members of the community will make contributions just as you are doing tonight.... each person giving specific examples of the things they have seen youngster do or say which they feel are important.

When we put all of these statements together we will have a large number of expectations for students. We will need to put them together in some fashion. Those expectancies having to do with academic skills will be separated from those having to do more with social or personal behaviors. Those involving elementary age children will be separated from the other age levels.

From this the schools can learn what teaching and instructional programs would be necessary to produce the kinds of behavior, attitudes, skills and understandings you are saying are important. When we know this then we can see what is required in program and materials for this community's schools.

You might ask, "How can you get useful information?". We will be using what is called the Critical Incident method. You will be asked to write of specific happenings you can recall about young people you have seen. You will simply recall those incidents that come to mind that are related to the question on these forms that will be passed out to you.

How successful has this method of collecting this kind of information been? Does it work well? This method has been used to develop instruments for rating performance efficiency of military aircraft crewmembers, and for selection of pilots for most of the major airlines. It has been used in industry. General Motors uses rating scales developed in this manner to evaluate their foremen.

Texas Instrument Corporation has used this to place and evaluate production workers. It has been used to develop evaluation materials for the National Board of Medical Examiners, and for rating hospital nurses.

What is a Critical Incident statement such as you will be writing? It is a performance that is especially effective or ineffective. It is critical in that it makes the difference between success and failure in accomplishing a particular task. It is specific in that it describes in detail exactly what the performance is.

Now here are some of the things we have noticed so far as people have written that we want to emphasize. First of all, we are looking at the behavior of children and young people and sometimes the writers have shifted their focus on to the behavior of the parent or the teacher or other person in the context of the young person they are really writing about. For example, one incident that comes to mind that was written is this one:
"I was shopping one day in a local market. A boy of about 14 was causing a disturbance by his antics. The mother didn't even seem to notice, much less care, about the danger to the boy or the possible loss to the store owner if goods were damaged or the discomfort to other shoppers. I think that people like this are not responsible parents."

Now it is important to see the behavior of the parent, it helps explain some possible reasons for the boy's behavior and would suggest we might do a better job educating for the responsibilities of parenthood, but I don't believe this is what the writer intended. I believe the writer intended that we be concerned about a boy 14 years of age behaving in this fashion in a local market, but it didn't come out. So we would want more complete descriptions of the boy's behavior since he is the person we are attempting to describe.

Your description of behavior should be specific in that it describes in detail exactly what the performance is. We have had pretty good incidents written but we want to emphasize the need to be descriptive. Here is an example:

"She was very nice about the whole thing." Now this statement really tells us more about how the Observer feels than exactly what this person did to make her feel that "she was nice about the whole thing". Now, what are some of the ways a person might behave that would make you conclude she was "nice about the whole thing"? (Ask for audience response and reward the following: behavior of the Observed-not responses of the Observer, descriptions of behavior-not meanings given to behavior, qualifiers further defined by adjectives, adverbs, criterion behaviors valued by the Observer, action words. Contribute your own definition of these descriptions to bring out the above ideas.)

Any questions so far?

(Distribute set of forms.)

(Describe all forms. List questions to be found on C forms.)

Any questions?

(Collect attendance form.)

APPENDIX E

NON-RESPONDENT SAMPLE CATEGORY DISTRIBUTION*

CATEGORIES	Parents	School	Social	Total Number
1.0 COOPERATING/RESPECTING	45	29	109	183
1.2 Comply With Directions/Suggestions/Requests	2	3	7	12
1.3 Accept Responsibility	8	3	21	32
1.3.1 Accept job responsibility	3	1	14	18
1.5 Comply With Codes and Customs	13	8	25	46
1.5.3 Comply with social behavior codes and customs	5	4	10	19
1.7 Be Courteous/Mannerly	11	7	32	50
1.7.1 Speak politely/respectfully to others	3	1	7	11
1.7.5 Be considerate of feelings/activities/needs of others	4	2	11	17
1.7.6 Be courteous/respectful when dealing with others	2	2	7	11
1.9 Respect the Property of Others	4	2	15	21
1.9.4 Respect private property	3	2	11	16
2.0 INSTRUCTING/INFLUENCING	0	8	7	15
3.0 AIDING/PROTECTING/EMPATHIZING	21	20	41	82
3.1 Provide Cate	3	2	7	12
3.4 Intervene/Assist/Support	5	7	16	28
3.6 Behave Carefully	2	0	10	12
3.7 Give/Share With Others	5	5	5	15
4.0 MANAGING/DIRECTING SELF	33	38	50	121
4.1 Obtaining Information	4	6	7	17
4.4 Directing Oneself in Positive Personal Development	29	26	34	89
4.4.4 Recognize/Accommodate self needs	20	11	23	54
4.4.4.2 Provide for learning needs	7	4	5	16
5.0 EMPLOYING SKILLS, KNOWLEDGE, ATTITUDES	48	44	103	195
5.1 Academic Skills and Knowledge	34	33	61	128
5.1.3 English	16	13	30	59
5.1.3.1 Reading	4	9	12	25
5.1.3.1.1 Be able to read	1	6	7	14
5.1.3.5 Writing	7	3	7	17
5.1.3.6 General	3	0	8	11
5.1.3.6.2 Spell correctly	3	0	8	11
5.1.5 Mathematics	3	6	3	12
5.1.7 Oral Communication	5	3	9	17

*Categories for which less than 10 behaviors were reported are not included.

CATEGORIES	Parents	School	Social	Total Number
5.1.9 Social Sciences	2	6	2	10
5.3 Applied Skills and Knowledge	10	1	27	38
5.3.3 Demonstrate specific skills or knowledge	6	0	15	21
5.3.4 Demonstrate job skills	3	0	8	11
5.4 Physical Development	1	3	9	13

APPENDIX F

Community Panel Ratings of Categories

CATEGORIES	Mean Importance Rating[1]	Number of Panel Members[2] Indicating: Not Clear	Primarily School Responsibility	Not Primarily School Responsibility
1.0 COOPERATING/RESPECTING				
*1.1 Obey Rules	4.4	1	0	27
1.1.1 Obey laws of society	4.5	1	2	31
1.1.2 Obey school rules	4.2	-	28	6
*1.2 Comply with Directions/Suggestions/Requests	3.9	1	5	26
1.2.1 Follow directions to properly accomplish a task	4.1	-	15	18
1.2.2 Comply with directions or orders from authority figures	4.0	-	3	31
1.2.3 Accept advice, correction or reprimand from authority figures	4.1	1	5	29
1.2.4 Comply with requests or favors asked by adults or peers	3.5	1	1	33
*1.3 Accept Responsibility	4.4	-	2	27
1.3.1 Accept job responsibility	4.5	-	7	27
1.3.3 Accept responsibility in the home	4.5	-	1	33
1.3.4 Accept responsibility of leadership/position	3.5	-	8	26
1.4 Participate in Permissive Activities	3.1	10	2	22
*1.5 Comply with Codes and Customs	3.2	1	5	28
1.5.1 Comply with language codes and customs	3.4	1	14	19
1.5.2 Comply with sexual codes and customs	3.9	1	2	32
1.5.3 Comply with social behavior codes and customs	3.5	1	5	28
1.5.5 Comply with personal appearance codes and customs	3.2	1	2	32
1.5.6 Comply with codes and customs concerning smoking	2.7	2	2	30
1.5.9 Comply with codes and customs concerning narcotics and alcohol	4.0	1	4	29
*1.6 Be Honest/Truthful	4.8	-	2	30
1.6.1 Tell the truth	4.7	-	2	32
1.6.2 Respect ownership of property	4.5	-	3	31
1.6.3 Behave with honesty/integrity towards others	4.7	-	5	29
*1.7 Be Courteous/Mannerly	4.1	-	4	29
1.7.1 Speak politely/respectfully to others	4.0	-	4	30
1.7.2 Avoid directing profane language or gestures toward others	4.2	-	2	32
1.7.3 Show appreciation for efforts of others	4.2	-	2	32
1.7.5 Be considerate of feelings/activities/needs of others	4.4	-	4	30
1.7.6 Be courteous/respectful when dealing with others	4.3	-	4	30

*Subareas on which analysis of variance of importance ratings was performed.

1. Mean importance rating on a five point rating scale...one indicates least important and five most important.
2. Total number of panel members participating is 34.

	Mean Importance Rating	Number of Panel Members Indicating		
		Not Clear	Primarily School Responsibility	Not Primarily School Responsibility
*1.8 Respect the Physical Person of Others	4.4	2	3	30
*1.9 Respect the Property of Others	4.5	-	4	29
1.9.1 Don't litter property	3.8	-	5	29
1.9.2 Respect public property	4.3	-	7	27
1.9.4 Respect private property	4.3	-	3	31
CATEGORIES INSTRUCTING/INFLUENCING				
*2.1 Offer Suggestions or Advice	3.0	1	13	18
*2.2 Organize/ Lead Spontaneously	3.2	1	17	17
*2.3 Instruct or Inform	3.4	2	21	11
2.4 Exemplify	3.7	5	8	21
2.5 General: Instruct/Influence	3.6	4	14	16
3.0 AIDING/PROTECTING/EMPATHIZING				
*3.1 Provide Care	3.6	5	3	24
3.1.1 Care for others in emergencies	4.3	-	8	26
3.1.4 Provide routine care for younger children	3.4	1	1	32
*3.2 Provide Comfort/Encouragement	3.8	3	5	24
3.2.2 Offer words or gestures of encouragement/comfort	3.7	1	6	27
3.2.4 Include others in activities	3.6	-	14	20
3.2.6 Make newcomers at ease	3.5	-	12	22
3.2.7 Treat others as worthy individuals	4.4	-	8	26
*3.3 Be Concerned/Understanding	4.1	-	6	26
3.3.2 Show concern about/understand others' needs and viewpoints	3.4	-	11	23
*3.4 Intervene/Assist/Support	3.5	4	4	25
3.4.1 Come to the defense of others	3.8	1	5	28
3.4.7 Assist with housekeeping activities	3.0	1	1	32
3.4.8 Assist with tasks generally	3.4	-	5	29
3.4.9 Perform tasks for others	3.2	1	6	27

		Number of Panel Members Indicating		
	Mean Importance Rating	Not Clear	Primarily School Responsibility	Not Primarily School Responsibility
*3.5 Intercede/Secure Assistance	3.4	3	9	21
3.5.1 Seek competent assistance for others	3.5	1	13	20
*3.6 Behave Carefully	3.9	3	6	24
3.6.1 Drive motor vehicle safely	4.5	-	11	23
3.6.5 General: Behave carefully	3.9	5	5	24
*3.7 Give/Share with Others	4.0	-	2	31
3.7.2 Give gifts to others	2.7	1	1	32
3.7.4 Participate in philanthropic activities	2.9	-	2	32
4.0 MANAGING/DIRECTING SELF				
*4.1 Obtaining Information	4.2	1	26	5
4.1.1 Seek information from valid sources	4.0	-	28	6
4.1.2 Seek information from many sources	4.2	-	26	8
4.1.4 Develop/Use skills for obtaining information	4.3	-	31	3
4.1.5 Seek/Know correct directions for accomplishing activity	4.2	3	28	4
CATEGORIES				
*4.2 Evaluation/Decision Making	4.5	1	15	13
4.2.1 Remain objective when evaluating self	4.5	-	13	19
4.2.1.2 Recognize own attributes/achievements	4.3	-	15	18
4.2.1.3 Recognize own learning/development needs	3.4	-	24	10
4.2.4 Weigh values of alternative goals	4.2	2	15	19
*4.3 Planning/Organizing/Initiating	4.2	-	18	13
4.3.5 Allocate appropriate time for tasks	4.3	-	19	15
4.3.6 Seek opportunities to initiate action	3.9	2	12	21
4.3.8 Carry tasks to completion/perservere	4.5	-	15	19
4.3.10 General: Plan/Organize/Initiate	4.0	5	15	13
4.4. Directing Oneself in Positive Personal Development	4.5	1	9	22
*4.4.1 Govern hostile impulses/delay actions	4.3	4	4	27
4.4.1.5 Assaulting others	3.2	3	2	29
4.4.1.6 Punishing others/Retribution	3.0	3	3	27

	Mean Importance Rating	Number of Panel Members Indicating		
		Not Clear	Primarily School Responsibility	Not Primarily School Responsibility
4.4.1.7 Responding to denial of personal wish	3.9	12	1	21
*4.4.3 Take responsibility for own misdeeds	4.7	-	5	28
*4.4.4 Recognize/Accomodate self needs	3.9	1	10	22
4.4.4.1 Provide for safety needs	3.9	1	9	24
4.4.4.2 Provide for learning needs	4.5	1	29	5
4.4.4.7 Provide for self-development needs	4.1	2	10	22
4.4.4.8 Provide for financial needs	4.2	-	5	28
*4.4.5 Continue directions in spite of frustrations	4.1	-	7	26
4.4.5.1 Continue direction in spite of situational difficulties/obstacles	4.1	2	5	27
4.4.5.2 Continue direction in spite of difficulties/failures in attempts	3.8	2	8	24
*4.4.6 Establish helping relationships	3.5	1	9	24
*4.4.8 Accommodate inconsistencies/differences in self and others	3.8	2	9	21
4.4.8.2 Others	3.3	17	2	14
*4.4.9 Employ self-sustaining defenses	3.3	7	6	21
4.4.9.1 Present self to others with confidence	4.0	-	8	26
*4.4.10 Take self-determined position on issues/principles	3.9	1	11	22
5.0 EMPLOYING SKILLS, KNOWLEDGE, ATTITUDES				
5.1 Academic Skills and Knowledge	4.2	1	30	-
*5.1.1 Art	3.1	1	30	4
5.1.3 English	4.3	1	30	3
*5.1.3.1 Reading	4.9	-	32	1
5.1.3.1.1 Be able to read	4.9	-	32	1
5.1.3.1.3 Read orally	3.6	-	32	2
5.1.3.1.4 Read with comprehension	5.0	-	33	-
CATEGORIES				
*5.1.3.4 Grammar	4.1	-	31	1
5.1.3.4.1 Use proper English grammar	4.1	-	32	2
*5.1.3.5 Writing	3.9	2	31	1
5.1.3.5.3 Write reports	3.6	1	32	1
5.1.3.5.5 Put thoughts in written form	4.3	-	34	-
5.1.3.6 General	3.7	9	20	-
*5.1.3.6 Spell correctly	3.9	-	34	-

	Mean Importance Rating	Number of Panel Members Indicating: Not Clear	Primarily School Responsibility	Not Primarily School Responsibility
*5.1.4 Foreign language	2.9	1	30	3
*5.1.5 Mathematics	4.2	2	32	-
5.1.5.1 Skills	4.1	-	27	2
5.1.5.1.2 Know basic fundamentals of mathematics	4.4	1	34	-
5.1.5.2 Applications	4.4	1	24	1
5.1.5.2.1 Demonstrate mathematics skills necessary in job	4.5	-	33	1
5.1.5.2.3 Apply mathematics concepts in various appropriate situations	4.4	-	32	1
*5.1.6 Music	3.0	1	15	14
5.1.6.5 General levels of competence	2.8	4	20	10
*5.1.7 Oral communication	4.4	-	25	7
5.1.7.1 Converse with adults intelligently	4.1	-	23	11
5.1.7.9 Make formal speeches in classroom	3.2	-	32	2
5.1.7.10 Make formal speeches in public	2.9	-	27	6
5.1.7.15 State views, information clearly	4.6	-	27	7
*5.1.8 Science	3.9	1	25	2
5.1.8.2 Know basic scientific facts and terminology	3.8	-	32	2
5.1.8.3 Knowledge of self and environment	4.3	-	29	5
5.1.8.4 Application of scientific knowledge	3.7	-	32	2
*5.1.9 Social Sciences	3.9	1	24	2
5.1.9.1 Geography	3.8	-	34	-
5.1.9.2 Government and Political Philosophies	4.2	1	28	6
5.1.9.3 Current events application of knowledge to world affairs	4.3	-	26	8
5.1.9.3.2 Be informed on world events	4.1	-	22	11
*5.2 Analyzing and Reasoning Processes	4.7	2	23	9
5.3 Applied Skills and Knowledge	4.2	4	21	6
*5.3.3 Demonstrate specific skills or knowledge	3.8	3	22	8
5.3.3.3 Cooking	2.9	1	11	23
5.3.3.5 Automotive	2.9	1	16	17
*5.3.4 Demonstrate job skills	3.8	2	21	9
5.3.4.2 Retail sales, Shopkeeping	2.8	2	21	11

CATEGORIES	Mean Importance Rating	Number of Panel Members Indicating Not Clear	Primarily School Responsibility	Not Primarily School Responsibility
*5.4 Physcial Development	3.9	-	14	18
5.4.1 Demonstrate basic sports skills	3.0	-	26	7
*5.6 Express Desirable Values and Attitudes	4.4	1	13	18
5.6.5 Citizenship/Civil Rights	4.6	1	14	15

APPENDIX G

Summary of Analysis of Variance of Panel Importance Ratings

	Sum of squares	Degrees of freedom	Mean Square	F	Significance Level
Total	1469	1529	0.96		
Between Persons	243	33	7.36		
Within Persons	1226	1496	0.82		
Between Subareas	376	44	8.55	14.6	< .001
Between Areas	81	4	20.25	5.9	< .001
Between Subareas within Areas	295	40	7.38	24.7	< .001
Person x Subarea	850	1452	0.59		
Person x Area	455	132	3.45		
Person x (Subarea within area)	395	1320	0.30		

APPENDIX H

Community Panel Reactions to Category Statements

Category No.	Statement or Comment
1.1	Obey rules of church or faith
1.1.1 & 1.5.4	Perhaps overlap
1.1.5	How many employers have "rules"? How about "rules and regulations" of an organization or firm?
1.2/1.2.4	Comply with requests/directions suggested by peers
1.2.2	Comply with directions or orders from proper authorities
1.2.3	Accept advice, correction or reprimand from proper authorities
1.2.3	Separate into two categories: (1) Accept advice, correction from authority figures, (2) Accept reprimand from authority figures
1.3	Accept community responsibility
1.3	Accept responsibility as an individual
1.3.5	Define: Citizenship as to statement. I cannot define citizenship either!! Possibly accept responsibility of being a citizen, e.g., voting, jury duty, cooperation with civil officials
1.4	Participate in voluntary activities
1.4	This isn't very clear
1.4	Participate in permissive activities is not clear
1.4	???
1.4.1	Participate in activities of your choice Suggestion: Reword somehow to eliminate self-initiated
1.4.3	Again, eliminate word "initiated"
1.5	Comply to church codes and customs
1.5	Separate Codes and Customs
1.5	Codes and Customs do not always agree. This area could be divided into two areas. Customs are more local and affected by local emotions. Example: 1.5.9 Codes and Customs are varied, depending upon peer group.
1.5	On categories 1.5.1, 1.5.2, 1.5.3, 1.5.5, 1.5.6, 1.5.7, 1.5.8, 1.5.9 Suggestion: Use other word rather than comply.

Category No.	Statement or Comment
1.7.2	Why not cut to "Avoid Profane Language"?
1.7.7	Addition -- Show respect for viewpoint of others.
1.8	Respect physical person of others -- not clear
1.8.5	Respect less fortunate
1.9.1a	Don't destroy or deface property
2.0	Instructing and Influencing do not seem to go together -- they are so different.
2.1	Delete. 2.3 and 2.5 cover adequately
2.4	Exemplify -- Example to others
2.4	Exemplify -- not clear
2.4	Serve as an example
3.1	Provide Care (care to what) -- not clear
3.1.1	Check your insurance coverage
3.1.9	Care for animals. Physical care for animal
3.2/3.2.7	Treat others as Equal individuals
3.2.4	Encourage others to participate in activities
3.4.2	Watch out for this one
3.4.2	Act as counselor/mediator
3.4.11	Define: Emotional support
3.5	If it is required or asked for
3.5.2	Be considerate of others
3.6	Perceive danger in or from innocent acts of fun
3.6.3	Observe safety and traffic regulations
3.7.3	Share (a) material things and/or (b) attitudes and feelings with others
4.1	Seek information regarding church/faith
4.1.7	Be more specific -- "Performance" of what?

Category No.	Statement or Comment
4.2	Hogwash -- give it all the consideration time will allow -- then decide finally and act decisively. "A poor decision ably implemented is better than no action on indecision."
4.3.8a	Critically review accomplishments
4.4	Direct oneself to obtain maximum personal potential
4.4.1	Insulting others
4.4.1.1/4.4.1.8	Each should be worded: Govern impulse to fight generally; govern impulse to assault others, etc.
4.4.1.2	Eliminate this. Fights, by definition, start from disputations, whether imagined or real. Thus, this category has absolutely no meaning.
4.4.4	Motivation
4.4.4.1	What are safety needs?
4.4.5	Whole category -- words "continue direction" confusing
5.1.1.3	Ability -- in Art (general)
5.1.2	Knowledge of what business is, i.e., profit, products, etc.
5.1.3	Insert category -- Pass written communication of abstract subjects, tests
5.1.3	Add a category -- Teach English in manner similar to a foreign language -- teaching sentence structure and how to communicate abstract concept in written English
5.1.3.1.2	Read for enjoyment (or pleasure)
5.1.7	Communication (listen -- tune-in)
5.1.7.20	Organization of thought processes in presenting an idea
5.1.10.2	Be more specific. Do you mean getting good grades or gaining knowledge?
5.6	Religion
5.6	This entire category is vague. What precisely you mean by "desirable" is unclear.
	Sex Education is desirable under some category!

APPENDIX I

DISCUSSION STATEMENTS - COMMUNITY PANEL MEETINGS

The following are topics or suggestions which came up during discussion of the significance of the Instructional Tasks Project.

1. On the rating sheet we should include a column asking if the respondent would be willing to pay for a school program for the items they have indicated they feel to be primarily the responsibility of the school.

2. There is a need for more and better vocational training programs.

3. There is too much emphasis on college bound students and college preparatory courses.

4. There is too much emphasis in the category on conforming behavior (1.1, 1.2, etc.). Over half expressed this feeling. One person did defend the emphasis on conformity.

5. A missing concern in the categories is on the need for the individual to take the responsibility for updating his own knowledge. The schools need to create a desire for continuing education.

6. Incidents reflect more social than cultural objectives.

7. The home is more in need of improvement as an educational institution than are the schools.

8. Getting students to want to learn is more important than anything else.

9. There were questions as to what would be the effect of Instructional Tasks Project on the students. One Board member spoke of the Master Plan at Costa Mesa High School.

10. Comment was made on the need for on the job training programs provided by the school.

11. Schools should consider not just its locally developed educational goals but should also consider those of national scope since the population is so mobile and youngsters must be able to perform under circumstances that might be different than those of this community.

12. The Instructional Tasks Project is of no importance unless it is employed by the school district. There is an abundancy of study findings and the real need is to make use of some of these findings.

13. Is the community sufficiently aware of changes in job requirements so as to be able to set realistic curriculum goals?

14. Research and development as an activity in educational institutions is necessary if the schools are going to remain abreast of changes in society.

APPENDIX J

Data Concerning Collected Behaviors - Original Sample and Non-Respondent Study Sample

J-1	Breakdown of desirable (+) and undesirable (-) behaviors by sub-community and behavioral area - Original Sample.
J-2	Breakdown of desirable (+) and undesirable (-) behaviors by sub-community and behavioral area - Non-Respondent Sample.
J-3, J-4	Response Profile; Positive and Negative Behaviors - Original Sample.
J-5	Comparison of original sample and non-respondent study sample response profiles.
J-6, J-7	Comparison of original sample and non-respondent study sample response profiles concerning relative proportion of positive and negative behaviors.

ORIGINAL SAMPLE

	+	-	Tot.	+	-	Tot.	+	-	Tot.	+	-	Tot.	+	-	Tot.	Totals
Parents	120	277	397	38	12	50	117	37	154	129	96	225	160	116	276	1102
		1.0			2.0			3.0			4.0			5.0		
School	77	282	359	53	10	63	135	29	164	138	184	322	196	130	326	1234
		1.0			2.0			3.0			4.0			5.0		
Social	163	361	524	62	12	74	136	37	173	184	157	341	219	177	396	1508
		1.0			2.0			3.0			4.0			5.0		
Youth	58	160	218	23	2	25	108	31	139	135	148	283	143	99	242	907
		1.0			2.0			3.0			4.0			5.0		
			1498			212			630			1171			1240	4751

1.0 Cooperating/Respecting
2.0 Instructing/Influencing
3.0 Aiding/Protecting/Empathizing
4.0 Managing/Directing Self
5.0 Employing Skills, Knowledges, Attitudes

NON-RESPONDENT SAMPLE

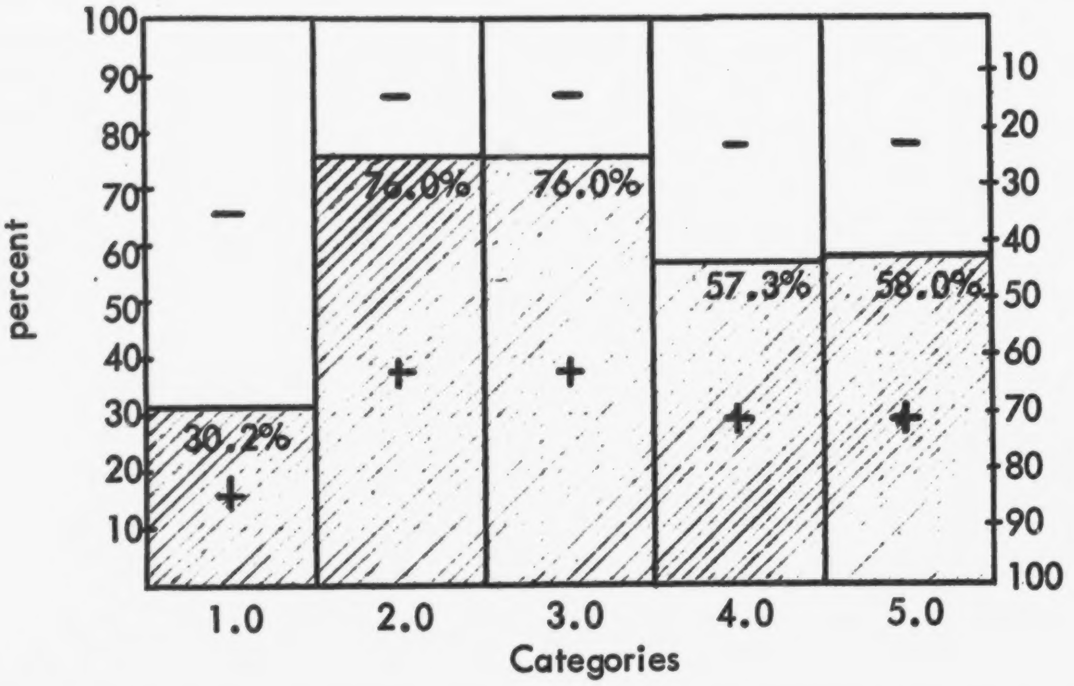
	+	-	Tot.	+	-	Tot.	+	-	Tot.	+	-	Tot.	+	-	Tot.	Totals
Parents	19	26	45	0	0	0	16	6	21	17	16	33	31	17	48	147
		1.0			2.0			3.0			4.0			5.0		
School	5	24	29	7	1	8	17	1	18	19	19	38	22	22	44	137
		1.0			2.0			3.0			4.0			5.0		
Social*	41	68	109	5	2	7	32	11	43	27	23	50	65	38	103	312
		1.0			2.0			3.0			4.0			5.0		
			183			15			82			121			195	596

*Social Non-organized only.

1.0 Cooperating/Respecting
2.0 Instructing/Influencing
3.0 Aiding/Protecting/Empathizing
4.0 Managing/Directing Self
5.0 Employing Skills, Knowledges, Attitudes

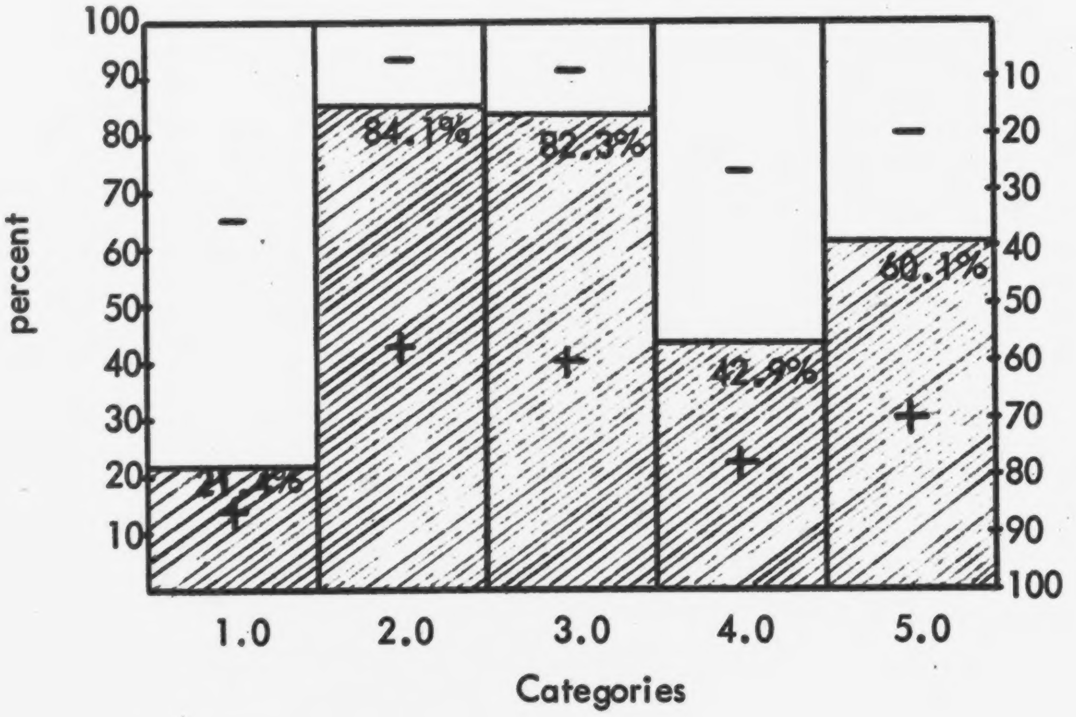
ITP ORIGINAL SAMPLE
RESPONSE PROFILE; POSITIVE-NEGATIVE BEHAVIORS

PARENTS

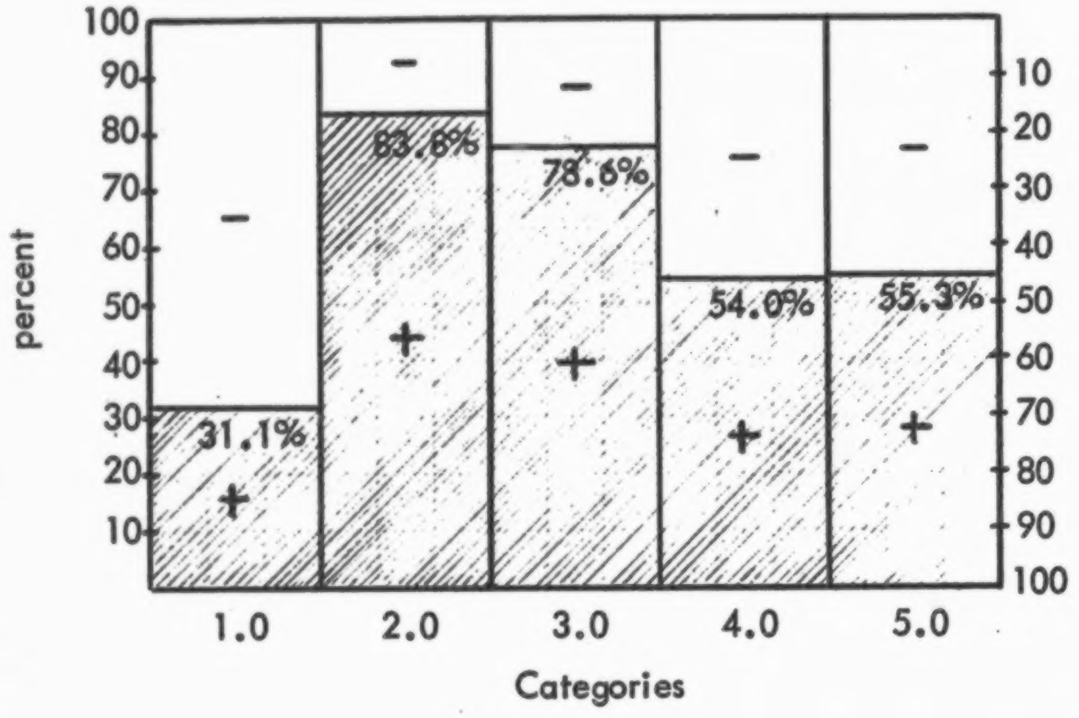


Sample interpretation: 30% of the incidents contributed by the Parent sub-community to the 1.0 category were concerned with desirable (+) and 70% with undesirable (-) behaviors.

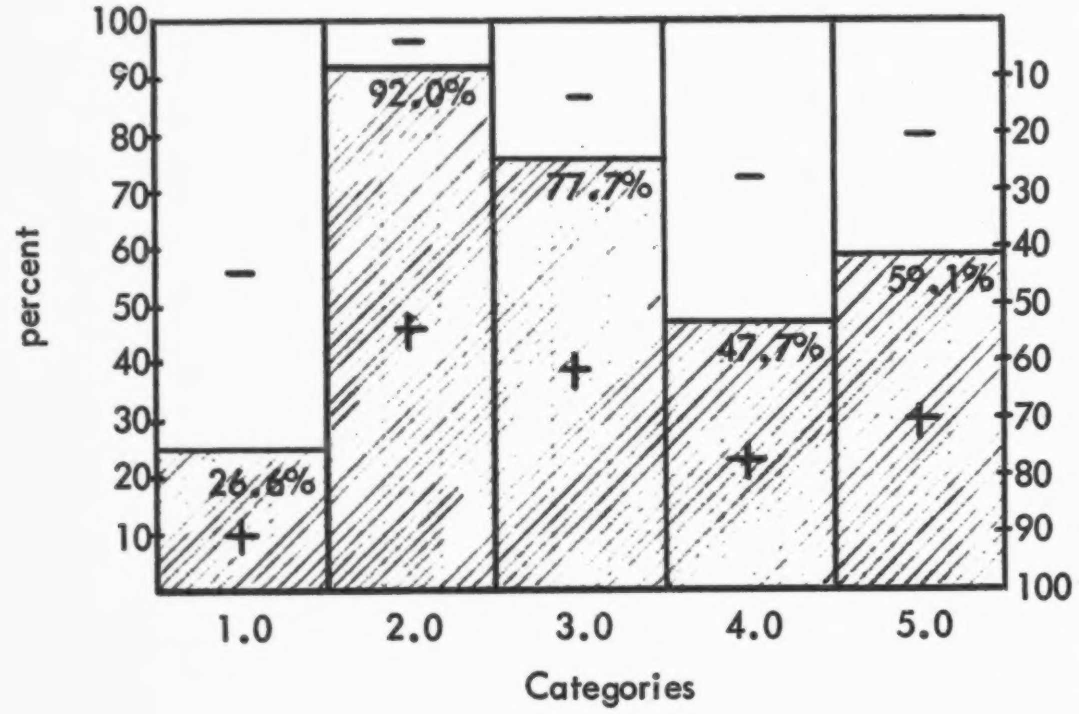
SCHOOL



SOCIAL

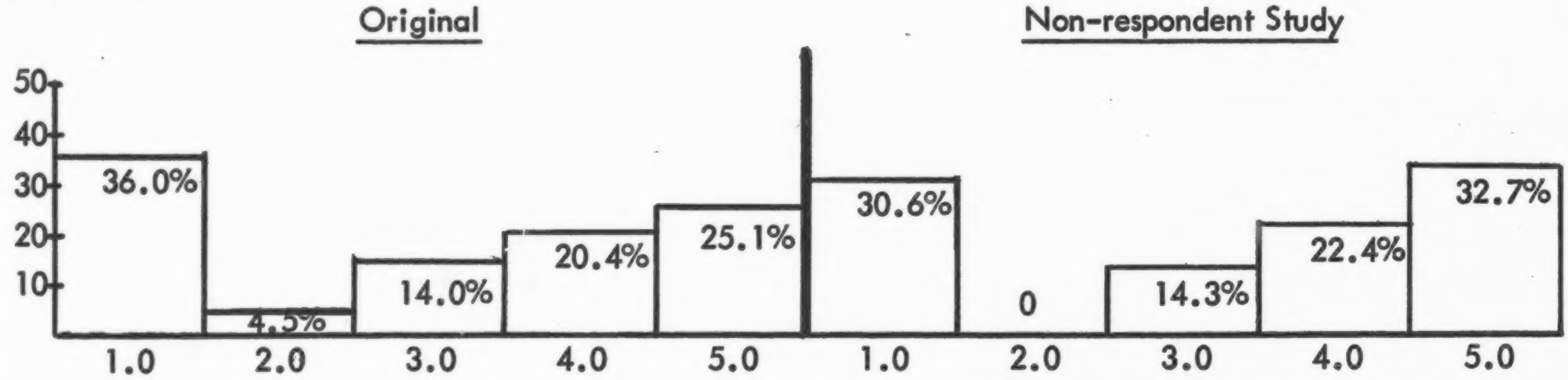


YOUTH



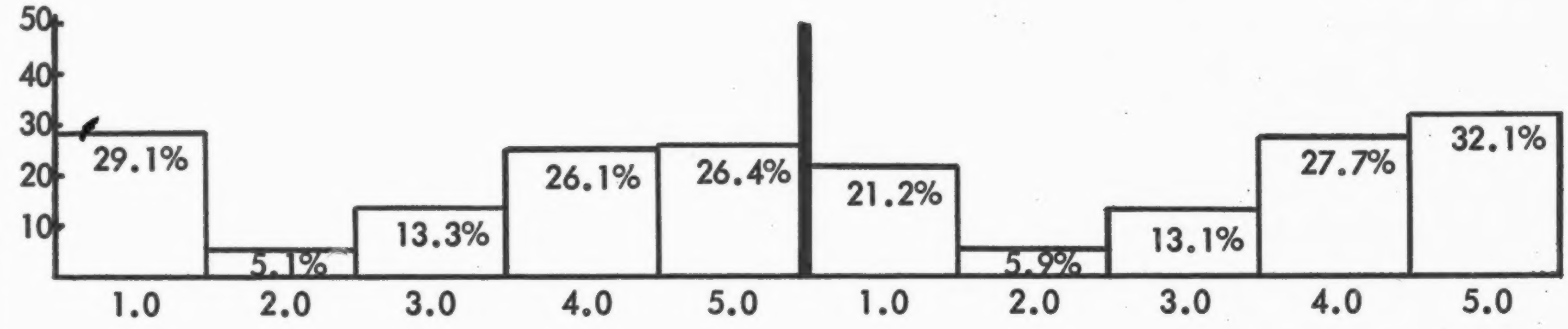
COMPARISON OF ORIGINAL SAMPLE AND NON-RESPONDENT STUDY RESPONSE PROFILES*

PARENTS

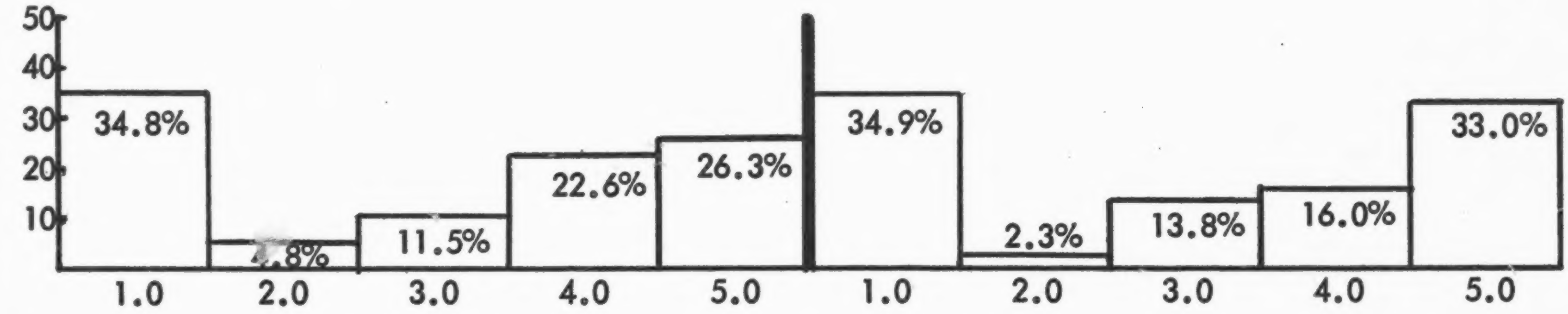


Sample interpretation: In the Original Sample, Parents contributed 36% of the total number of incidents classified in the 1.0 category. In the Non-respondent Study Sample, Parents contributed 30% of the total number of incidents classified in the 1.0 category.

SCHOOL



SOCIAL**

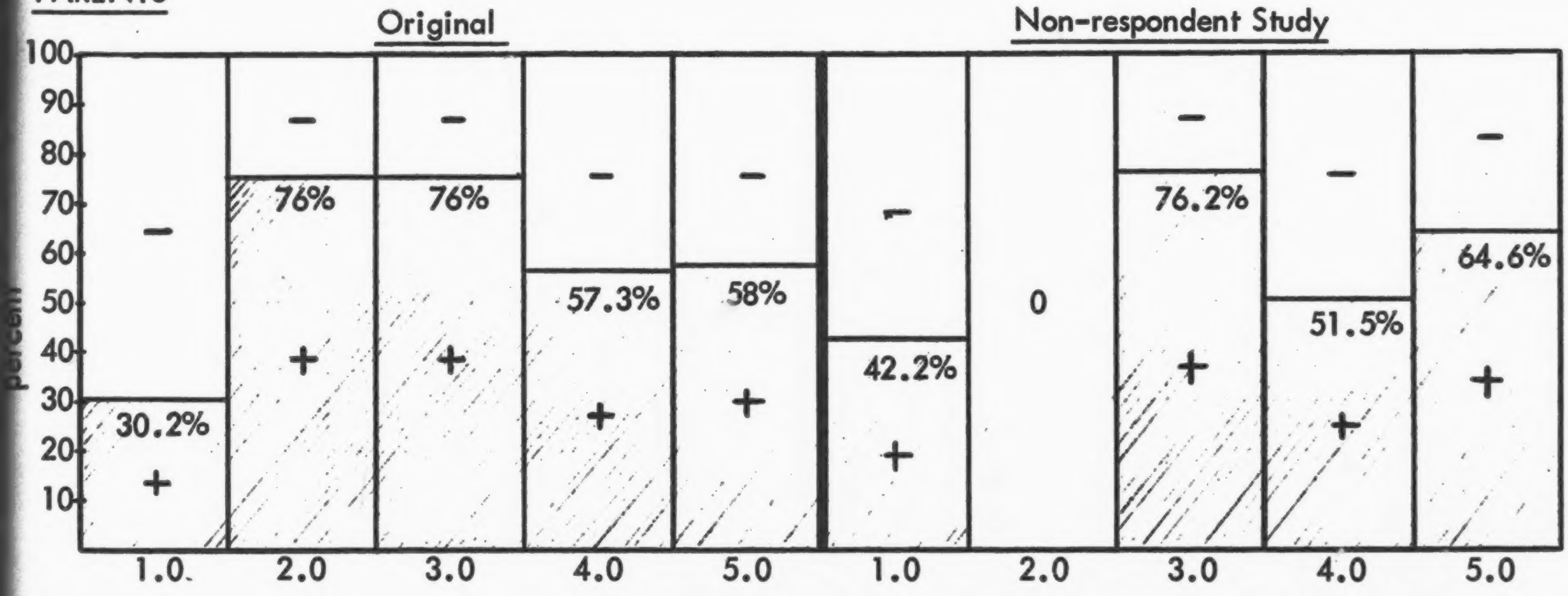


* The Non-respondent Study did not involve Youth sub-community.

** The Non-respondent Study Social contained the Social Non-organized sub-community only.

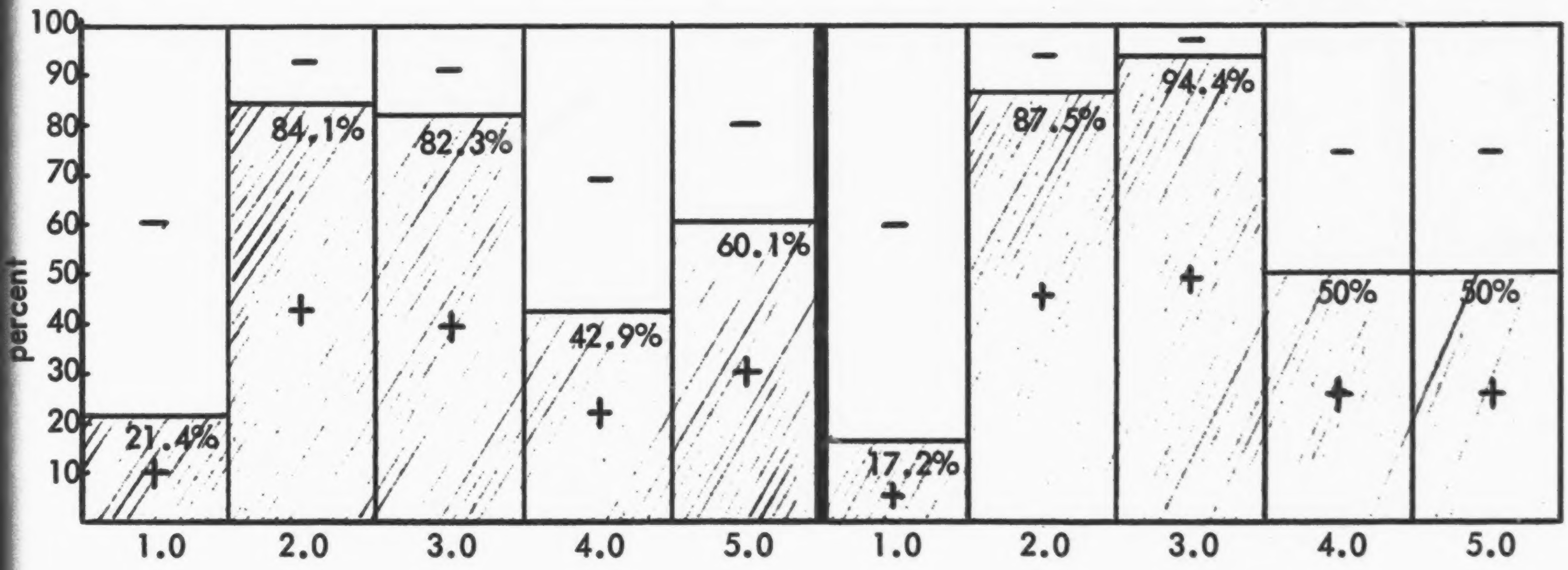
COMPARISON OF ORIGINAL SAMPLE AND NON-RESPONDENT STUDY
RESPONSE PROFILES CONCERNING RELATIVE PROPORTION OF POSITIVE AND NEGATIVE BEHAVIORS

PARENTS

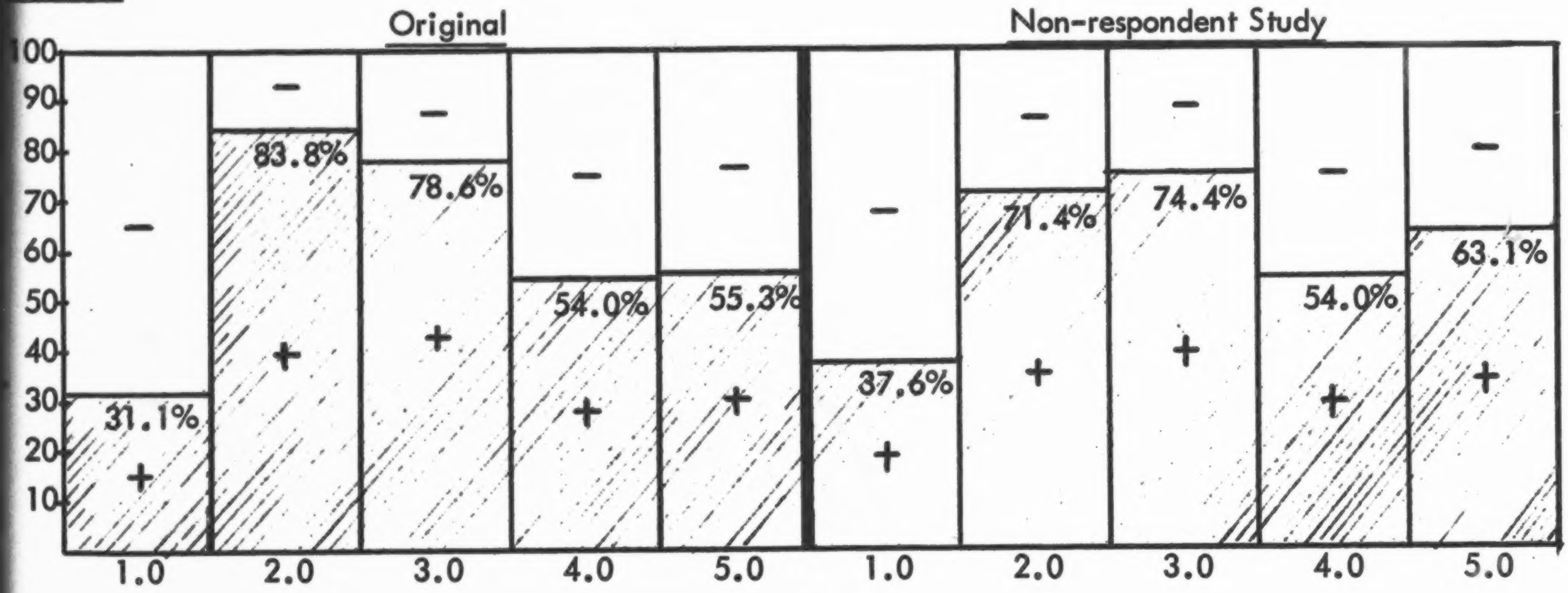


Sample interpretation: In the Original Sample, 30% of the incidents contributed by Parents to the 1.0 category were concerned with desirable (+) behaviors. In the Non-respondent Study Sample, 42% of the 1.0 incidents contributed by Parents were positive.

SCHOOL



SOCIAL*



*The Non-respondent Study Social contained Social Non-organized sub-community only.